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ABSTRACT

The vocational education needs assessment for Oklahoma City and Tulsa school systems reported here was conducted by the Research Unit at Oklahoma State University and the Center for Vocational Education at Ohio State University. Objectives listed are to determine (1) the vocational education needs of the people in the districts and the extent to which the need is being met, (2) resources available and how adequately they are being utilized, (3) capital required to meet the need for expanded programs, (4) population characteristics and trends of business and industry in the two urban areas and trends in the tax bases, and (6) the equity in the source of funding. Study methods and procedures reported for the questionnaire and interview survey involved a ten-sample representative of the socioeconomic, racial, and geographic distribution of students and a representative distribution of vocationally and academically oriented students (grades 5-12 in Oklahoma City and 7-12 in Tulsa). A summary lists conclusions related to each objective. Recommendations are presented under headings of curriculum, career counseling process, public relations, organization/administration, and information systems. Survey instruments are appended. (JT)

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Vocational Education Needs Assessment For The Oklahoma City And Tulsa Public School Systems

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FOREWORD

According to studies that have been made most large city public school systems in the United States have serious and unresolved problems in vocational education programs. The two major cities in our state, Oklahoma City and Tulsa, are no exception. The Oklahoma Advisory Council on Vocational Education has had feedback from these two communities for some time indicating that they are not providing sufficient opportunities for most of the population to be served. It is realized that these local educational agencies have unusual problems in their total operation, but it is increasingly important that the urban centers expand and improve their vocational offerings to serve a greater number of persons.

The Oklahoma Advisory Council sought to assist Oklahoma City and Tulsa in their effort to improve vocational services, by surveying conditions which affect progress of such programs. Development of this study is clearly within the Council's mission as mandated by PL 90-576, and subsequent federal acts, which specify an annual evaluation of the state's vocational education programs and a report of findings to the U. S. Office of Education. The Council also advises the Oklahoma State Board for Vocational and Technical Education through recommendations which are in keeping with evaluation results.

The Oklahoma Advisory Council contracted with the Research Unit at Oklahoma State University, and The Center for Vocational Education at The Ohio State University, to complete a survey of needs for vocational education in Oklahoma City and Tulsa. A portion of this working arrangement will include development of procedures and instruments which can be used by the Council in conducting future studies in other state areas.

Recognition for assistance given throughout this study is due to Dr. Virginia Lamb, Director of Vocational Education for Oklahoma City, and to Mr. Homer Towns, her counterpart in the Tulsa school system, and their respective superordinate and subordinate staff members. The courtesy and cooperation extended to the Council and research staff members during the survey was exemplary.

Findings reported in this document clearly show that the challenges which exist for improving vocational education in our two major urban areas are many and varied. Members of the Oklahoma Advisory Council for Vocational Education pledge themselves to a study and analysis of these problems throughout the coming year. Those actions which are deemed desirable and necessary will then be recommended to the proper agencies.

Everyone in Oklahoma must be made aware of the critical needs faced by large cities if we are to make progress toward a total effort in helping every citizen of the state to find meaningful and adequate employment.

Section I

BACKGROUND

Nearly thirty percent of the total population found in Oklahoma resides in Oklahoma City and Tulsa. These two urban areas rank in the top fifty largest cities in the United States.[1] Oklahoma City is 37th with a population of 366,000 and Tulsa ranks 43rd with a population of 332,000.

The Oklahoma State Advisory Council for Vocational Education has been concerned about the needs for vocational education in these two urban areas for some time. A recent recommendation made by the National Advisory Council on Vocational Education gave renewed impetus to the state council's interest in this area.[2] The national council suggested that "state advisory councils on vocational education assist the state board for vocational education in developing a master plan for meeting the special needs of urban vocational education."

The National Advisory Council's concern for problems in the cities was referred to a research sub-committee for review and recommendation. It was this research sub-committee's report which set the stage for conducting the actual study. The committee felt that it was not too difficult to gain information about the number of individuals being trained in the two urban areas, but not much was known about the obstacles that need to be overcome or the difficulties that are being faced by the training systems in expanding program offerings.

Another factor which gave support to the Oklahoma State Advisory Council's feeling of urgency about problems in the big cities was a survey of vocational education needs in fifty large cities recently completed by The Center for Vocational Education at The Ohio State University.[3] The study identified problem areas impeding potential maximum delivery of learning benefits to students in vocational education programs in major urban areas of this country.

The Oklahoma State Advisory Council considered the National Council's recommendation and the large city study and decided to contract with an outside research organization to conduct a study of the vocational education needs in the Oklahoma City and Tulsa public school systems. The council felt the resulting data and recommendations from such a study should be useful to the advisory council, the Oklahoma State Department of Vocational-Technical Education, and the local school systems studied for the following purposes:

1. As a guide for identifying vocational education program priorities.

2. As a basis for the formulation of compelling arguments to increase financial support for local vocational education programs through a forceful and comprehensive portrayal of current problems and needs.

3. As an empirical basis for initiating, terminating, or revising vocational education program segments.

[1]U. S. Bureau of the Census, U. S. Census, U. S. Census of Population: 1970, Vol. 1

[2]The National Advisory Council on Vocational Education *A Report on Urban Vocational Education* No. 11, November, 1974

[3]"National Large Cities Vocational Education Needs Study," Project No. OH-V-14, 504 A 550014, State of Ohio Department of Education, Division of Vocational Education, Region V, EPDA Division of BOAE USOE; Directed by Dr. Daniel E. Koble, Jr., Specialist, The Center for Vocational Education, The Ohio State University, Columbus, Ohio 1976.

4. As an indicator and guide for the internal allocation of vocational education program resources.

5. As a guide in determining allocations of federal and state vocational funds to the two cities' programs.

6. As support for the preparation of local, state, and federal planning reports and other documents.

7. As a basis for planning state-wide professional improvement activities for city vocational education program(s) personnel.

8. As a basis for planning improved vocational education teacher training programs.

9. As a means for identifying specific vocational education program segments which need further research and or development.

10. As a guide for Oklahoma professional associations in the development of objectives related to the needs of city vocational educators and vocational education programs.

11. To provide supportive evidence for designing legislation aimed at increasing financial support for vocational education programs in urban areas.

The state advisory council decided to enter into a dual contract with two complementary vocational education research organizations for the purpose of conducting and reporting the study. Personnel in the Research Unit at Oklahoma State University were responsible for developing the methodology, designing the instruments, collecting the data and information, interviews, synthesizing the data and reporting to The Center for Vocational Education.

The Center for Vocational Education at The Ohio State University had a support role in assisting with the development of the methodology and instruments as well as being responsible for analyzing the study data and information, interpreting the data, and recommending alternative strategies and actions for correcting deficiencies. Personnel from the Oklahoma State University Research Project Team had a support role in analyzing and interpreting the data and development of the recommendations for alternative strategies to correct the deficiencies.

Section II

METHODS AND PROCEDURES

OVERVIEW

The purpose of this section is to describe the methods and procedures used in the conduct of the research. The methods utilized were selected by considering the possible alternatives which could facilitate accomplishing the evaluation of the study. The primary mission (goal) of the study was to accurately and comprehensively report the major problems and needs identified through an assessment of the vocational education programs in Oklahoma City's and Tulsa's public school systems. This goal and the specific and related objectives of the study aided in the selection of the methods and procedures for the study. The specific and related objectives are provided below.

SPECIFIC OBJECTIVES

1. To determine the Vocational Education needs of the people in the Oklahoma City and Tulsa Public School Districts and the extent to which the need is being met.

2. To determine the resources that are available for vocational education and how adequately they are being utilized.

3. To determine the capital required to meet the need for expanded programs of vocational education.

4. To determine the population characteristics and the trends of business and industry in the urban areas.

5. To examine and analyze trends in the tax bases within urban centers.

6. To determine the equity in the source of funding for vocational education.

RELATED SECONDARY OBJECTIVES

1. To devise a methodology and supporting instrumentation for the collection of required data.

2. To provide an orientation for appropriate advisory council members, state education agency staff, and or higher education personnel concerning the methodology and instrumentation for conducting the study so that it might be transportable in the assessment of other vocational education programs in Oklahoma.

In order to collect and analyze the data relevant to the purpose and objectives of the study it was deemed necessary to accomplish the following tasks:

1. Determine target populations and appropriate samples for the study.

2. Develop instrumentation for collecting the survey data.

3. Collect all printed information available relevant to the study.

4. Develop a methodology for analyzing the data collected.

5. Develop a format for the presentation of the results of the study.

6. Secure the commitment of the school systems involved by preparing and submitting a proposal of research to be conducted within the systems to their respective research committees.

7. Establish contact with and secure the commitment of that portion of the study sample not directly associated with the public school systems (i.e. labor, employers, mayor's manpower staff, etc.)

THE STUDY POPULATION AND SAMPLE

The population under study represented all of the students enrolled in the public school systems' grades 5-12 in Oklahoma City and 7-12 in Tulsa. The variance in the target population between the two systems was a result of the grade organization in the various systems. The Oklahoma City Public Schools are designed around a 5 year Center Middle School High School Model as contrasted to the Tulsa Public School's Model of Junior High High Schools.

The study sample was selected by the Research Committees in each city system using the optimal criteria of a 10 sample representative of the socioeconomic, racial, and geographic distribution of students within the system. A related secondary criteria utilized in the sample selection was that of a representative distribution of vocationally and academically oriented students in the proportions found in the total population. These two criteria coupled with the research committees' knowledge of the populations and systems were thought to be sufficient to gain a nearly representative and unbiased sample. The samples selected in each city are found in tables 1 and 2.

TABLE I

TULSA PUBLIC SCHOOLS

Sample for Administration of Survey Instruments

Target Schools	Students		Parents		Staff	
	Proposed Groups	Number Responses Received	Proposed Groups	Number Responses Received	Proposed Numbers	Number Responses Received
Junior High Schools						
Bell	2-7th and 2-9th Grade English Classes From Each School	120	Surveyed Students Will Take Questionnaire Home	46	15 Teachers and 2 Counselors From Each School	14
Byrd		113		43		16
Cleveland		167		63		16
Clinton		101		59		17
Gilcrease		84		42		13
Whitney		98		34		10
High Schools						
McLain	4-10th and 4-12th Grade English Classes From Each School	56	Surveyed Students Will Take Questionnaire Home	27	30 Teachers and 4 Counselors From Each School	21
Memorial		194		64		38
Webster		208		78		19

TABLE 2

OKLAHOMA CITY PUBLIC SCHOOLS

Sample for Administration of Survey Instruments

Target Schools	Students		Parents		Staff	
	Proposed Groups	Number Responses Received	Proposed Groups	Number Responses Received	Proposed Numbers	Number Responses Received
5th Year Centers						
Columbus Elem	All 5th Grade Students in Each School	35	No Provision Made	0	No Provision Made	0
Creston Hills		28		0		0
Dewey		107		0		0
Middle Schools						
Hoover	All 7th Grade Students in Each School	124	No Provision Made	0	No Provision Made	0
Capitol Hill		71		0		0
High Schools						
John Marshall	4-10th and 4-12th Grade English Classes From Each School	285	Same Students Will Take Question-naire Home	56	No Provision Made	3
Douglass		261		67		5
N.W. Classen		389		101		8
Southeast		325		81	Mail Out Question-naire 10% Sample	4

In addition to the student, parent, and staff samples, it was also thought desirable to survey labor and employers in both cities to gain their very valuable input. With this in mind, the following procedures were common to the collection of data in both Oklahoma City and Tulsa.

The sample chosen to represent organized labor was composed of the heads of the apprenticeship and training committees of the respective unions found in each city. The data collection methods proposed for this group included group interviews supplemented by a survey instrument to capture some essential personal thoughts on the vocational education delivery systems of the respective city's schools.

A sample of large and small employers in each city was selectively drawn from the Oklahoma Directory of Producers and Manufacturers. Data collection methods proposed for this group followed the same format as with organized labor; group interviews supplemented by a follow-up questionnaire.

INSTRUMENTATION

Due to the nature and scope of the study it was necessary to develop several targeted survey instruments to be used with the various populations. Where feasible, similar questions would be asked of each group to allow for comparison of responses among groups.

A questionnaire for high school students was developed using a prototype instrument constructed by The Center for Vocational Education at the Ohio State University for a vocational needs assessment of the Baltimore City (Maryland) Public Schools.[4] Adaptations were made in the questionnarie as necessary for localizing it to the needs of the particular study and the school systems involved. The questionnaire provided each student with stimuli dealing with job interests, future plans, their educational experiences, sources of information concerning education and jobs, their school organization and the perceived appropriateness of vocational programs in the school. The format of the responses requested were multiple choice and/or open-ended short answer types. Identical questionnaires were used in both of the public school systems.

A questionnaire was also developed for use with the middle school and 5th grade students. The format of this instrument allowed the students to place a check mark beside the things they had done, wanted to do, and or needed to know to achieve their career goals.

The survey instrument designed for the school staff at all levels was patterned after a similar instrument developed by The Center for Vocational Education at The Ohio State University for the Baltimore City needs assessment. They were asked to respond to stimuli dealing with the school buildings in which they work, the vocational shop and lab equipment in their schools, perceived appropriateness of training in various vocational subject areas, and sources of student information dealing with the selection of education and careers. The final section of the instrument was designed to classify the respondents by area of concentration (subject area taught or work responsibilities), years of educational work experience and years of industrial work experience.

The instrument designed to gather the responses for parents guardians of students was also patterned after the Center for Vocational Education at The Ohio State University instrument used in the Baltimore City study and contains many elements in common with both the student and staff instruments. This allowed comparisons between the different groups' perceptions of the same concepts. Stimuli provided for parental response dealt with their son daughter's school building and equipment, the adequacy of the school's programs to prepare the students for further education and jobs, career and educational parent aspirations for their sons daughters, sources of student information on jobs and education, and the perceived appropriateness of vocational offerings in the high schools.

Although no specific instruments were designed for organized labor, a general supplementary interview form was developed for use with both the labor and employer groups. These instruments were to be administered at the close of interview sessions. The stimuli on this form dealt with the perceived goals of the public schools as they are now operating, vocational education's role in these goals, adequacy of available financial resources for meeting these goals, adequacy of program offerings, and the vocational education delivery systems.

The nature of the employer sample required that a specific instrument be designed for use with the supplemental interview questionnaire. Stimuli in this questionnaire dealt with functional areas of the firm responding, the adequacy of their labor supply, their working relationships with the public schools, and proposed school offerings to aid employers in finding and upgrading employees.

The final versions of all of the survey instruments are found in Exhibit A of the Appendix of the complete research report.

[4]Koble, Daniel, Jr. and Mark Newton, *Master Plan for a Vocational Education Delivery System in The Baltimore (Maryland) City Public Schools*. The Center for Vocational Education at The Ohio State University, September 15, 1976.

COLLECTION OF THE DATA

After having received confirmation from each of the research committees, the researchers proceeded to establish further contact with appropriate persons within the systems. The local vocational education director was utilized as liaison person to expedite further contact within the school systems. This person was also used as an initial source of contact with both the labor and employer groups selected for the study.

In both systems, the collection of survey data was handled entirely within each school by the principal and his staff. Student and parent questionnaires were distributed through selected English classes as per agreement with the research committees. In every case, the instruments were hand delivered to and picked up from the schools by the researchers.

In the Tulsa Public School system the principals made arrangements for small groups of sophomore and senior students to be interviewed separately for one class period. Time permitting, these same students were also asked to complete a supplementary interview questionnaire.

In the Oklahoma City Public School system small group student interviews were not scheduled, but the researchers were allowed to interview the same classes which served as the sample for the structured survey instrument. This was less than optimal procedure due to the numbers in the classes exceeding ideal interview limits.

In a majority of cases, the school administration and staff interviews in the Tulsa Public School system were conducted on an individual rather than group basis. The principal or his appointee was interviewed individually in all cases, but one school did provide time and participants for a staff group interview session. In the two remaining senior high schools, staff interviews were conducted individually as staff members willing to cooperate were located on a chance basis.

All administration and staff interviews in the Oklahoma City Public School system were conducted individually as no provision was made for group interview sessions.

Central administration staff members in both systems were interviewed individually with the exception of the vocational education staffs which were interviewed both as a group and individually.

In both cities, data collection from employers began with an invitation to selected employers to attend one of several scheduled group interview sessions to provide their input. Response to this request was almost nil. Noting this lack of favorable response, the research team attempted to obtain employer input by utilizing a mail survey approach with both the employer questionnaire and the supplemental interview questionnaire.

A similar methodology was utilized in both cities to gain organized labor's viewpoint. After invitations to group interview sessions failed to bring positive responses, the supplemental interview instrument was used in a mailout format.

All existing printed information and data relevant to the study was sought out from the research departments and local vocational directors in both systems.

Section III

CHARACTERISTICS OF THE URBAN AREAS AND OF THE SURVEY RESPONDENTS

This section provides a description of the Oklahoma City and Tulsa urban areas relative to the population, public school enrollment and vocational education program enrollment, and describes the various groups who responded to survey instruments and participated in personal interviews.

GENERAL CHARACTERISTICS OF THE URBAN AREAS

This section contains a compilation of general characteristics of the Oklahoma City/Tulsa areas. This comparison should be helpful in giving an insight into similarities and differences between the two cities.

The population of Oklahoma has grown from a meager 800,000 before statehood at the turn of the century to well over 2½ million in 1970. Of this growth, the white race has accounted for over 1½ million: Blacks approximately 120,000, Indians 30,000, and all other races slightly over 8,000. The relative racial distribution of the population has remained fairly constant with the Indian population displaying the greatest relative variance. There has been a general increase in the number of Indian persons and a general decline in their percentage of the total population. A detailed picture of this growth is present in Table 3.

TABLE 3

GENERAL POPULATION CHARACTERISTICS OKLAHOMA 1900-1970

Year	All Classes	White	Black	Indian	All Other*
1970	2,559,253	2,280,362	171,892	98,468	8,507
1960	2,328,284	2,107,900	153,084	64,689	2,611
1950	2,233,351	2,032,526	145,503	53,769	1,553
1940	2,336,434	2,104,228	168,849	63,125	232
1930	2,396,040	2,130,778	172,198	92,725	339
1920	2,028,283	1,821,194	149,408	57,337	344
1910	1,657,155	1,444,531	137,612	74,825	187
1900	790,391	670,204	55,684	64,445	58
		PERCENT DISTRIBUTION			
1970	100.0	89.1	6.7	3.8	0.4
1960	100.0	90.5	6.6	2.8	0.1
1950	100.0	91.0	6.5	2.4	0.1
1940	100.0	90.1	7.2	2.7	**
1930	100.0	88.9	7.2	3.9	**
1920	100.0	89.8	7.4	2.8	**
1910	100.0	87.2	8.3	4.5	**
1900	100.0	84.8	7.0	8.2	**

Source: U. S. Census of Population: 1970, Oklahoma PC(1) B38, Tables 17 and 18

* The "All Other" group includes Japanese, Chinese, Filipino, Korean, Asian Indian, and Malayan races.

**Less than 0.1 percent.

The state as a whole gained 230,969 people in the decade from 1960 to 1970. This represents a gain of 9.9%. The bulk of this growth has been in the urban areas rather than the rural which has actually lost people (1970 Census, general population characteristics). The two large metropolitan areas of the state boasted impressive gains during this same period with Oklahoma City expanding by 13% while Tulsa doubled this growth rate by increasing its population by more than 25%. The percentage change during the decade for the state, the two largest cities, counties and multiple-county SMSA's can be found in Table 4. It should be noted that there is a tendency in the metropolitan areas for the distribution of the population to be skewed to the younger end of the scale as compared to the state as a whole.

Although the total population of Oklahoma and its largest cities has been growing each year since the last census, the two cities themselves have displayed a trend in their school populations which would lead one to erroneously think that they must actually be losing people. In the past ten years, the average daily attendance of the public school systems of Oklahoma City and Tulsa have fallen by 38% and 22% respectively. The figures displaying this trend are found in Table 5.

An interesting comparison is found if one looks at Tables 6 (Public School Enrollment) and 4 (Population by Age and Geographic Location). Although Oklahoma City boasts a larger total population figure, the Tulsa Public School system serves a greater number of students. This relationship is again reversed if one looks at Table 7 (Public School Enrollment by Vocational and Total and by City and Grade Level). Although Tulsa serves a greater total number of 9-12 graders, Oklahoma City provides vocational education to a greater number (and relative percentage) of its 9-12 graders. The discrepancy here seems to lie primarily with the number of 10th graders (fewer than 100) served by vocational education in Tulsa's Public Schools. The percentage of students served by vocational education in both cities falls well below the enrollment goal of the State Department of Vocational and Technical Education which is to enroll and serve 60% of the total high school enrollment.

The racial composition of public vocational education enrollments in both cities can be found in Table 8. As a guide to assessing the status of minority enrollments in the various schools at different levels, one should use the figures provided in Table 9. A base figure for comparison purposes is provided in the right-most column of the table which represents the percentage of blacks in the total population in given age groups for the respective cities. The 15-19 age group figure should be used as the standard of comparison for secondary programs and the 18 and over group figure should be used as the target figure for post-secondary and adult programs. The philosophical basis for this target figure is the concept that vocational education should serve at least the same percentage of minorities as is represented in their age group of the total population.

TABLE 4

POPULATION BY AGE AND GEOGRAPHIC LOCATION

Place	#	% Change 1960-70	% < 18	% 18-64	% ≥ 65
City					
Oklahoma City	368,856	+13.0	33.4	56.8	9.8
Tulsa	330,350	+26.7	33.6	57.4	9.0
County					
Oklahoma City	527,717	+19.9	34.4	57.0	8.6
Tulsa	399,982	+16.1	34.4	56.9	8.7
SMSA					
Oklahoma City	640,889	+25.2	34.1	57.5	8.4
Tulsa	476,945	+13.8	34.2	56.4	9.4
Statewide	2,559,253	+ 9.9	32.7	55.6	11.7

Source: General Population Characteristics: Oklahoma, 1970 Census, PC(1) B38.

TABLE 5

TRENDS IN AVERAGE DAILY ATTENDANCE BY CITY

Year	Oklahoma City	Tulsa
1967-68	71,405	73,318
1968-69	70,760	73,886
1969-70	68,706	73,360
1970-71	66,884	71,697
1971-72	65,038	69,135
1972-73	54,696	65,434
1973-74	50,650	62,446
1974-75	47,882	60,834
1975-76	46,060	59,018
1976-77	44,072	56,867
% Change 1967-68 to 1976-77	- 38.3	- 22.4

Source: Average Daily Attendance for Oklahoma City Supplied By Oklahoma City Research Department. Average Daily Attendance for Tulsa Computed By An Average Daily Attendance Factor and Actual Enrollment Figures Supplied By Tulsa Research Department.

TABLE 6

PUBLIC SCHOOL ENROLLMENT 1975-76

	Grade	Male	Female	Total
Oklahoma City	NU	75	56	131
	KG	2,251	2,016	4,267
	SE	620	427	1,047
	1	2,238	2,135	4,373
	2	2,018	1,948	3,966
	3	1,896	1,840	3,736
	4	1,807	1,733	3,540
	5	1,815	1,672	3,487
	6	1,928	1,824	3,752
	7	2,047	1,865	3,912
	8	1,950	1,875	3,825
	9	2,072	2,023	4,095
	10	2,083	1,959	4,042
	11	1,911	1,736	3,647
	12	1,638	1,561	3,199
TOTALS		26,349	24,670	51,019
Tulsa	NU	43	32	75
	KG	2,540	2,362	4,902
	SE	814	432	1,246
	1	2,590	2,442	5,032
	2	2,347	2,259	4,606
	3	2,168	2,128	4,296
	4	2,235	2,154	4,389
	5	2,277	2,175	4,452
	6	2,379	2,467	4,846
	7	2,634	2,569	5,203
	8	2,660	2,600	5,260
	9	2,697	2,639	5,336
	10	2,439	2,158	4,597
	11	2,208	2,103	4,311
	12	1,895	1,770	3,665
TOTALS		31,926	30,290	62,216

Source: Oklahoma State Department of Education Enrollment Reports: 1975-76.

TABLE 7

1975-76 PUBLIC SCHOOL ENROLLMENT
ENROLLMENT (TOTAL AND VOCATIONAL) BY CITY AND GRADE LEVEL

City	Grade Level	Enrollment		% Served By Voc. Ed.
		Total	Vocational*	
Oklahoma City	9	4,095	213	5.20
	10	4,042	409	10.12
	11	3,647	1,364	37.40
	12	3,199	1,427	44.61
Total	9-12	14,983	3,413	22.78
Tulsa	9	5,336	670	12.56
	10	4,597	67	1.46
	11	4,311	906	21.01
	12	3,665	1,555	42.43
Total	9-12	17,909	3,198	17.86

Source: Oklahoma State Department of Education Enrollment Reports: 1975-76 and Oklahoma State Department of Vo-Tech. Education Enrollment Reports: 1975-76.
*Enrollment in Reimbursed Vocational Programs Only.

TABLE 8

VOCATIONAL ENROLLMENT* BY CITY BY LEVEL OF EDUCATION BY PLACE

City	Level	School	Enrollment	% White	% Black	% Other
Oklahoma City	Secondary	Oklahoma City Public Schools	2,739	63.9	31.6	4.5
		Foster Estes Area Schools	771	87.2	9.5	3.3
	Post-Secondary	Central State University	142	61.3	2.8	35.9
		Oscar Rose Jr. College	4,279	73.1	15.4	11.5
		South Oklahoma City Jr. Coll.	2,864	88.9	5.7	5.8
		Oklahoma City-OSU Tech. Inst.	2,289	90.3	6.7	3.0
	Part-Time Adult	Foster Estes Area Schools	1,395	88.1	8.5	3.4
		Oklahoma City Adult Inst. OSU Tech.	3,877	85.9	11.0	3.1
	Full-Time Adult	Oklahoma City Adult Inst.	119	84.3	12.6	3.4
Tulsa	Secondary	Tulsa Public Schools	1,851	66.7	29.9	3.4
		Tulsa Co. Area Schools	1,419	90.6	6.3	3.1
	Post-Secondary	Tulsa Junior College	5,124	88.6	7.4	4.0
	Part-Time Adult	Tulsa Co. Area Schools	1,872	93.1	3.9	3.0
		Tulsa Central Office	1,057	86.5	7.7	5.8
	Full-Time Adult	Tulsa Co. Area School	171	84.8	8.2	7.0

Source: Enrollment in Reimbursed Vocational Programs. Oklahoma State Department of Vocational and Technical Education. (Extracted from 9 29 76 reports)
*Enrollment in Reimbursed Vocational Programs Only.

TABLE 9

% BLACK OF TOTAL POPULATION BY AGE AND CITY

City	Age	Total Pop.	Black Pop.	% Black
Oklahoma City	15-19	30,799	4,950	16.07
	18 & Over	238,038	27,250	11.44
Tulsa	15-19	29,066	3,435	11.81
	18 & Over	219,534	19,811	9.02

Source: General Population Characteristics: Oklahoma, 1970 Census, PC(1) B38.

At the secondary level, both cities' percentage of public school vocational enrollment which is black is two or three times the percentage of the general population that is black. But both area vocational schools serving the metropolitan areas have enrollments of blacks which are slightly over one-half of the percentage of the population of blacks in those areas. At the post-secondary level, only Oscar Rose Junior College, Midwest City, has an enrollment of blacks which exceeds the percentage of blacks in the total population. Although the combination of the Oklahoma City Adult Institute and Oklahoma State University Technical Institute in Oklahoma City have enrollments of black students which approach the minimum standard, no school servicing the part-time adult population meets the criteria. At the full-time adult level, the Oklahoma City Adult Institute serves a representative number of blacks, and Tulsa County Area School is only one percent away from the minimum goal.

CHARACTERISTICS OF SURVEY RESPONDENTS

Information in this section will give the reader insight into some of the general characteristics of persons who responded to the questions about vocational education in the Oklahoma City and Tulsa Public Schools.

Educational Tracks Represented by Respondents

Table 10 shows that the vocational education students who were surveyed are about equally distributed between the home high schools and the area vocational-technical high schools. The percentages of vocational and non-vocational students surveyed seems to be in proportion to the overall enrollment percentages in the two school districts.

TABLE 10
EDUCATION TRACKS FOLLOWED
BY HIGH SCHOOL STUDENTS INCLUDED IN THE STUDY

Response	Okla. City (%) N=1,178	Tulsa (%) N=447	Composite (%) N=1,625
Vocational Home School	12.65	10.07	11.94
Vocational Area School	13.07	12.30	12.86
Non Vocational Students	74.28	77.63	75.20

Achievement of Student Respondents

The academic ability of high school students included in the survey appears to be average in that they approximate a normal curve. A majority of students reported their grades as falling in the middle range between a B and C. Grades reported are shown in Table 11.

TABLE 11

AVERAGE GRADES RECEIVED BY HIGH SCHOOL STUDENTS
DURING 1975-76 SCHOOL YEAR

Response		Okla. City High School Students (%) N=1,191	Tulsa High School Students (%) N=452	Composite (%) N=1,643
90-100	(A)	24.81	13.27	21.63
80-89	(B)	43.07	43.81	43.27
70-79	(C)	29.05	36.95	31.22
60-69	(D)	3.19	5.31	3.77
Below 60	(F)	0.50	0.66	0.54

Educational Fields Represented By School Personnel

Table 12 shows the educational fields represented by school personnel included in the survey. Care must be taken not to equate teacher interest in occupational programs with the level of participation since the surveyed teachers were chosen to participate by their building principal. Therefore, there may have been certain teachers in specific educational fields who were excluded from participation. Also, in all schools the total number of teachers in certain fields is much smaller than in other fields [e.g. social studies teachers (high numbers) vs. home economics teachers (small numbers)].

TABLE 12

EDUCATIONAL FIELDS OF SCHOOL PERSONNEL
INCLUDED IN THE SURVEY

Response	Okla. City High School (%) N=20	Tulsa J.H.S.** (%) N=62	Tulsa H. S.* (%) N=59	Composite (%) N=141
English Teacher	5.00	16.13	13.56	13.48
Social Studies Teacher	20.00	9.68	8.47	10.64
Science Math Teacher	10.00	19.35	11.86	14.89
Ind. Arts T.I. Teacher	0.00	14.52	13.56	12.06
Home Econ. Teacher	0.00	6.45	3.39	4.25
Business Ed. Teacher	5.00	3.23	13.56	7.80
Music Teacher	0.00	0.00	0.00	0.00
Art Teacher	0.00	1.61	3.39	2.13
Physical Ed. Teacher	0.00	4.84	3.39	3.55
Foreign Lang. Teacher	0.00	3.23	3.39	2.84
Vocational Teacher	25.00	0.00	8.47	7.09
Counselor	30.00	14.52	6.78	13.48
Administrator Supv.	0.00	1.61	5.08	2.83
Other	5.00	4.84	5.08	4.96

*H.S. = High School
**J.H.S. = Junior High School

Past Employment Experiences of School Personnel

Tables 13 and 14 present an indication of the amount of past employment experience responding school personnel have had in the public schools and or in business and industry. The percentages of responses falling within each experience category for school experience appears to be normal. Large city school faculties usually present an age curve which is higher on the youthful end and diminishes toward the more experienced end of the course.

The amount of experience shown in business industry is startling. Nearly half of the respondents indicated having over four years of experience. This is quite good since one of the greatest shortcomings of teachers as occupational (career) counselors is their lack of practical work experience.

TABLE 13

EMPLOYMENT EXPERIENCE IN THE OKLAHOMA CITY TULSA PUBLIC SCHOOLS FOR SCHOOL PERSONNEL RESPONDING TO THE STUDY

Responses	Okla. City High School (%) N=20	Tulsa J. H. S.** (%) N=67	Tulsa H. S.* (%) N=58	Composite (%) N=145
A. 1 to 5 Years	55.00	26.87	29.31	31.73
B. 6 to 10 Years	5.00	25.37	18.97	20.00
C. 11 to 15 Years	10.00	29.85	36.21	29.66
D. 16 to 20 Years	5.00	10.45	13.79	11.03
E. 21 or More Years	25.00	7.46	1.72	7.58

*H.S. = High School
**J.H.S. = Junior High School

TABLE 14

EMPLOYMENT EXPERIENCE IN BUSINESS INDUSTRY FOR SCHOOL PERSONNEL RESPONDING TO THE STUDY

Response	Okla. City High School (%) N=20	Tulsa J. H. S.** (%) N=66	Tulsa H. S.* (%) N=61	Composite (%) N=147
A. Less than 1 year	0.00	6.06	9.84	6.80
B. 1 to 2 years	15.00	15.15	14.75	14.96
C. Between 2 & 3 years	20.00	9.09	32.79	20.41
D. 3 to 4 years	5.00	10.61	18.03	12.93
E. More than 4 years	60.00	59.09	24.59	44.90

*H.S. = High School
**H.S. = Junior High School

Table 15 displays the relationship of the parent/guardian survey participants to the high school students participating in the study. As could be expected, a majority of the respondents were either mothers, step-mothers or female guardians as opposed to their male counterparts. The heavily female oriented responses could bias information gathered in some areas. A follow-up study should be considered which would target on determining the degree of agreement between male and female parents. Two conclusions which can be drawn from these results are (1) female parents are generally more concerned with educational matters than are male parents, (2) educational matters in the family are generally left to the female parent.

TABLE 15

RELATIONSHIP OF PARENT/GUARDIAN
RESPONDENTS TO PUBLIC SCHOOL STUDENT

Response	Okla. City High School N=303	Tulsa J. H. S.*** N=288	Tulsa H. S.** N=147	PTAEC* N=10	Composite N=748
Father Step-Father	20.46	22.22	21.09	10.00	21.12
Mother Step-Mother	73.93	75.00	75.51	90.00	74.87
Guardian (Male)	1.98	1.04	2.04	0.00	1.60
Guardian (Female)	3.63	1.74	1.36	0.00	2.41

*PTAEC = Parent Teacher Association Executive Council
**H.S. = High School
***H.S. = Junior High School

Table 16 lists the sex of public school students whose parents responded to the survey. The sex distribution is about normal for the overall response. However, there are some student groups which are heavily represented by female students.

TABLE 16

SEX OF PUBLIC SCHOOL STUDENTS
WHOSE PARENTS RESPONDED TO SURVEY

Response	Okla. City High School N=302	Tulsa J. H. S.*** N=275	Tulsa H. S.** N=146	PTAEC* N=11	Composite N=734
Male	45.36	40.36	31.51	45.55	40.73
Female	54.64	59.64	68.49	54.55	59.27

*PTAEC = Parent Teacher Association Executive Council
** = High School
*** = Junior High School

Table 17 indicates that a majority of students whose parents responded to the survey were enrolled in either academic or general programs as opposed to vocational-technical programs. The proportion of vocational to non-vocational enrollments reported by the parents are consistent with those reported by the students (Table 10).

TABLE 17

COURSE ENROLLMENT STATUS OF STUDENTS
WHOSE PARENTS RESPONDED TO THIS SURVEY

Response	Okla. City High School N=259	Tulsa Junior Hi. Sch. N=225	Tulsa Hi.Sch. N=128	PTA N=8	Composite N=620
College Prep (Academic Prog.)	35.14	12.44	18.75	37.50	23.55
College Prep (Business Prog.)	3.86	2.22	7.81	12.50	4.19
Business Education Program	6.95	4.44	17.19	0.00	8.06
General (Academic Prog.)	38.61	65.33	36.72	37.50	47.90
General (Voc. Program)	6.56	10.67	10.16	12.50	8.87
Special Education Program	1.54	3.11	0.00	0.00	1.77
Voc-Tech. Program	7.34	1.78	9.38	0.00	5.65

Section IV

FINDINGS AND CONCLUSIONS

This section contains a composite report of the findings and conclusions which resulted from the comparative analysis and interpretation of collected data and information.

Table 10 reported the enrollment status of the students responding to the survey as nearly 3/4 non-vocational and 1/4 vocational. Table 18 displays the responses of the non-vocational students when asked why they did not enroll in vocational education. Worthy of note in this table is the percentage responding that the courses they were interested in were not available. This would imply that if certain classes could be added, over 400 new students would enroll in vocational education; but one must keep in mind that the students were often uninformed or misinformed about the availability of specific vocational education courses, and this finding should be viewed in this perspective

TABLE 18

HIGH SCHOOL STUDENTS' REASONS FOR
NOT ENROLLING IN VOCATIONAL COURSES

Response	Okla. City (%) N=929	Tulsa (%) N=328	Composite (%) N=1257
Didn't want to	37.24	33.23	36.19
Not enough available vocational classes	6.35	6.10	6.28
Didn't have the course I was interested in	26.05	21.34	24.82
Other reasons	30.36	39.33	32.70

Table 19 displays the vocational students' responses to the question: "If you are or have been enrolled in a vocational course, was it the one you wanted?" One should note the large percentage of students (almost 1/2) reporting that the vocational course they had participated in was not the one they had wanted.

TABLE 19

HIGH SCHOOL STUDENT RESPONSES TO THE QUESTION "IF YOU ARE OR HAVE BEEN ENROLLED IN A VOCATIONAL COURSE, WAS IT THE ONE YOU WANTED?"

Response	Okla. City (%) N=842	Tulsa (%) N=296	Composite (%) N=1138
Yes, It Was My First Choice	42.40	38.51	41.39
Yes, But It Was Not 1st Choice	10.93	10.47	10.81
No	46.67	51.01	47.80

The large number of students responding to this question (as compared to Table 10) would indicate that either (1) most of the respondents had been enrolled in vocational education previously (not this semester) or (2) they misinterpreted the question and responded negatively when they had not enrolled in vocational education at all.

Table 20 displays the students', parents', and school staffs' perceptions of the adequacy of their respective school buildings. These findings show the students to be the most critical of their building, and the staffs of the respective schools to be the least critical. Overall, the buildings themselves were rated as adequate to provide good learning experiences.

TABLE 20

THE SCHOOL BUILDING(S) (1) *YOU ATTEND IS
(2) MY PUBLIC SCHOOL STUDENT ATTENDS IS
(3) IN WHICH YOU WORK IS

	OKC			TULSA					COMPOSITE		
	H.S. Stud.	H.S. Parent	H.S. Staff	H.S Stud	J.H.S. Staff	H.S. Parent	J.H.S. Parent	H.S. Staff	H.S. Stud.	J.H.& H.S. Parent	J.H.& H.S. Staff
	1221	299	20	457	86	144	283	78	1678	726	184
	%	%	%	%	%	%	%	%	%	%	%
Adequate to Provide Good Learning Experience	56.27	74.92	85.0	73.74	77.91	86.81	79.15	88.46	61.03	79.21	83.15
Inadequate and Should Be Replaced	7.94	2.34	15.0	8.97	3.49	1.39	1.77	1.28	8.22	1.90	3.80
Inadequate and Should Be Remodeled	19.57	15.38	0.0	8.75	15.12	6.25	5.30	7.69	16.62	9.51	10.33
None of the Above (Don't Know)	16.22	7.36	0.0	8.53	15.72	5.56	13.78	2.56	14.13	9.38	2.72

*(1) Students
(2) Parents
(3) Staff

Table 21 reports student, parent, and staff perceptions of the adequacy of the vocational shop and lab equipment of their respective schools. Again, the students are the most critical of the equipment, but most of the parents of these students felt the equipment was in adequate condition. (One should approach the parents' responses with caution due to the large number of parents who evidenced their lack of substantive information about the schools in other portions of the survey.)

TABLE 21

THE VOCATIONAL SHOP & LABORATORY EQUIPMENT, TOOLS AND APPARATUS

(1)* OF YOUR SCHOOL:
(2) OF THIS SCHOOL:
(3) WITH WHICH YOU WORK:

	OKC			TULSA					COMPOSITE		
	H.S. Stud.	H.S. Parent	H.S. Staff	H.S. Stud.	J.H.S. Staff	H.S. Parent	J.H.S. Parent	H.S. Staff	H.S. Stud.	J.H.& H.S. Parent	J.H.& H.S. Staff
	1214	299	20	470	86	144	293	77	1684	736	183
	%	%	%	%	%	%	%	%	%	%	%
Are Adequate in Present Condition	29.08	74.92	45.00	37.87	40.70	86.81	34.41	40.26	31.53	79.21	40.98
Should be Replaced With New Facilities	17.96	2.34	20.00	8.30	9.30	1.39	3.23	1.30	15.26	1.90	7.10
Should be Improved by Repair or Partial Replacement	24.88	15.38	25.00	17.02	22.09	6.25	15.05	28.57	22.69	9.51	25.13
None of the Above (Don't Know)	28.09	7.36	10.00	36.81	27.91	5.56	47.31	29.87	30.52	9.38	26.78

*(1) Students
(2) Parents
(3) Staff

Table 22 presents a comparison of student and parent responses to a question dealing with the students' plans after leaving high school. It is very important to note the discrepancies appearing between the students' and parents' plans for the student after high school. Close to 80% of the parents desired that their children continue education (part or full-time) but only about 60% of the students planned to do so.

TABLE 22

Response	PLANS AFTER HIGH SCHOOL AS DESIRED BY PARENTS GUARDIANS FOR THEIR STUDENTS					PLANS AFTER LEAVING SCHOOL REPORTED BY HIGH SCHOOL STUDENTS		
	OK City Hi. Sch. N=292 (%)	Jr. Hi. Sch. N=282 (%)	Tulsa Hi. Sch. N=140 (%)	PTA N=10 (%)	Composite N=724 (%)	OK City Hi. Sch. N=1,245 (%)	Tulsa Hi. Sch. N=428 (%)	Composite N=1,673 (%)
Get Full-Time Job	7.53	5.32	10.71	0.0	7.18	15.02	11.21	14.05
*Continue Educ. Full-Time	42.81	37.59	41.43	60.0	40.75	17.83	22.66	19.07
Join Military	2.74	2.48	1.43	0.0	2.35	6.83	5.37	6.46
Full-Time Homemaker	1.03	0.35	1.43	0.0	0.83	1.93	1.40	1.79
*Part-Time Job Full-Time Education	25.68	27.30	22.14	20.0	25.55	22.33	25.00	23.01
Part-Time Job Homemaker	2.05	0.35	2.86	0.0	1.52	3.53	3.50	3.52
*Part-Time Job Part-Time Education	8.90	6.38	11.43	0.0	8.28	8.51	8.18	8.43
*Full-Time Job Part-Time Education	3.77	4.96	5.00	10.0	4.56	7.79	3.74	6.75
Undecided	3.77	8.87	0.71	0.0	5.04	13.41	15.89	14.04
Other	1.71	6.38	2.86	10.0	3.87	2.81	3.04	2.87
*Total Continuing Education Percentage	81.16	76.23	80.00	90.0	79.14	56.46	59.58	57.26

Table 23 presents a comparison of the students' reported educational goals and their parents' expectations for the completion of their sons'/daughters' formal education. A major discrepancy appears in the consistency of responses between groups in that 16% of the students want to stop their formal education after high school, but only about 5% of their parents expect them to. A considerably higher percentage of parents expect their sons/daughters to finish a graduate or professional school than the students actually report wanting to.

TABLE 23

Response	PARENT EXPECTATIONS FOR THE COMPLETION OF STUDENTS' FORMAL EDUCATION					HIGH SCHOOL STUDENTS REPORTED EDUCATIONAL GOALS		
	OK City Hi. Sch. N=297 (%)	Tulsa Jr. Hi. Sch. N=284 (%)	Tulsa Hi. Sch. N=139 (%)	PTA N=10 (%)	Composite N=730 (%)	OK City Hi. Sch. N=1,285 (%)	Tulsa Hi. Sch. N=450 (%)	Composite N=1,735 (%)
Stop Before Finishing High School	1.01	1.06	0.72	0.0	0.96	0.39	0.22	0.35
Finish High School Only	4.38	4.93	9.35	0.0	5.48	16.19	16.89	16.37
Get OJT (Apprenticeship)	8.42	5.99	7.19	0.0	7.13	7.00	9.78	7.72
Finish Tech., Nursing, Bus. School	12.79	16.20	17.99	0.0	14.93	10.43	12.00	10.84
Finish Community College	2.69	4.23	2.88	0.0	3.29	3.66	2.22	3.29
Finish 4 Year College	39.39	41.20	33.81	60.0	39.31	36.89	33.78	36.08
Finish Prof. Graduate School	25.25	17.61	12.23	30.0	19.86	12.92	10.22	12.22
Finish Corr. Courses	0.34	0.00	0.72	0.0	0.28	0.62	0.44	0.57
Don't Know	1.35	3.17	2.88	0.0	2.33	9.57	9.11	9.45
Other	4.38	5.63	12.23	10.0	6.44	2.41	5.33	3.17

Table 22 reported that approximately 80% of the parents responding to the survey wanted their children to continue their formal education beyond high school and that about 60% of the students planned to do so. Table 24 presents the parents' and students' perceptions of the adequacy of their school's programs in preparing the students for continuing their education. Approximately 75% of the parents and 70% of the students agreed that their school did have adequate programs to prepare for continuing education. Alarming is the fact that over 10% of the parents and 18% of the students reported that they did not know of the adequacy of the programs in question.

TABLE 24

PARENT OPINIONS REGARDING ADEQUACY OF PUBLIC SCHOOLS EDUCATIONAL PROGRAMS TO HELP STUDENTS TO CONTINUE EDUCATION BEYOND HIGH SCHOOL

HIGH SCHOOL STUDENTS' RESPONSES TO ADEQUACY OF PUBLIC SCHOOLS' EDUCATIONAL PROGRAMS

Response	OK City Hi. Sch. N=298 (%)	Tulsa Jr. Hi. Sch. N=260 (%)	Tulsa Hi. Sch. N=144 (%)	PTA N=10 (%)	Composite* N=712 (%)	OK City Hi. Sch. N=1,190 (%)	Tulsa Hi. Sch. N=436 (%)	Composite N=1,626 (%)
Strongly Agree	11.41	9.23	15.97	20.0	12.36	12.52	11.01	12.12
Agree	64.77	66.15	67.36	70.0	65.17	55.46	59.40	56.52
Disagree	12.08	9.62	6.25	0.0	9.83	11.26	6.65	10.02
Strongly Disagree	2.35	1.92	2.78	0.0	2.25	3.03	1.83	2.71
Don't Know	9.40	13.08	7.64	10.0	10.40	17.73	21.10	18.64

Table 24 reported student and parent satisfaction with the college prep track at their schools. Table 25 does not display the same satisfaction when they were asked of the program offerings designed for employment. Over 20% of the parents responding disagreed with the notion that their schools had programs which could help students get a job after graduation. The students responded similarly except that 1/4 of them said they did not know of the adequacy of the programs in question as compared to about 1/6 of the parents.

TABLE 25

Responses	PARENT OPINIONS REGARDING WHETHER OR NOT EDUCATIONAL PROGRAMS OFFERED IN SCHOOLS WILL HELP THEIR SONS DAUGHTERS TO GET A JOB					HIGH SCHOOL STUDENT PERCEPTIONS OF EDUCATIONAL PROGRAMS OFFERED TO HELP THEM GET JOBS		
	OK City Hi. Sch. N=297 (%)	Tulsa Jr. Hi. Sch. N=233 (%)	Tulsa Hi. Sch. N=142 (%)	Tulsa PTA N=10 (%)	Composite N=682 (%)	OK City Hi. Sch. N=1,220 (%)	Tulsa Hi. Sch. N=438 (%)	Composite N=1,658 (%)
Strongly Agree	8.75	6.01	9.86	10.0	8.06	8.85	8.45	8.74
Agree	51.52	48.93	64.08	60.0	53.37	44.26	47.72	45.17
Disagree	17.51	18.45	11.97	10.0	16.57	16.39	15.98	16.28
Strongly Disagree	4.38	3.86	5.63	0.0	4.40	4.92	4.57	4.83
Don't Know	17.85	22.75	8.45	20.0	17.60	25.57	23.29	24.97

While Table 25 reported that 60% of the parents agreed that some of the programs offered in the schools could help their son daughter to get a job upon graduation, Table 26 displays their perceptions of the adequacy of these programs in meeting the students' needs. Only about 1/2 of the parents felt the students' educational needs were adequately being met. A greater percentage of parents were uninformed than were dissatisfied with the programs.

TABLE 26

ADEQUACY OF SCHOOL PROGRAMS TO PREPARE STUDENTS FOR EMPLOYMENT AS PERCEIVED BY PARENTS

Program Adequacy for Employment of Students	OK City H.S. N=299 (%)	Tulsa J.H.S. N=272 (%)	Tulsa H.S. N=139 (%)	Composite PTA N=10 (%)	Composite N=270 (%)
Meets the Educational Needs of the Students	48.49	45.22	63.31	60.0	50.28
Does Not Meet the Educational Needs of the Students	22.07	19.49	20.14	30.0	20.83
None of the Above (Don't Know)	29.43	35.29	16.55	10.0	28.89

Table 27 displays the school staffs' perceptions of the adequacy of programs designed to prepare students for employment. The high school staffs of both cities felt that the programs should be available to many more students. This implies program expansion. Junior high staffs in Tulsa were especially critical of the programs.

TABLE 27

SCHOOL PERSONNEL OPINIONS REGARDING CAPABILITY OF SCHOOL PROGRAM OFFERINGS TO PREPARE STUDENTS FOR EMPLOYMENT

Responses	OK City Hi. Sch. N=19 (%)	Tulsa Jr. Hi. Sch. N=82 (%)	Tulsa Hi. Sch. N=78 (%)	Composite N=179 (%)
Well Meets the Educational Needs of the Students	15.79	24.39	34.62	27.93
Should be Available to Many More Students	42.11	18.29	37.18	29.05
Does Not Adequately Meet the Educational Needs of the Students	21.05	31.71	12.82	22.35
Prepare too Many Students for Low Demand Occupations		3.66	3.85	3.91
Undecided	15.79	21.95	11.54	16.76

Tables 28-30 present the perceptions of the target groups as they relate to the sources of job information used by students in making career choices. Table 28 displays the students' responses when asked (1) who gave them the most career information and (2) who they would go to first for additional job information. It should be noted that although the least frequently reported source of job information actually used by the students was the school counselor, a sizable portion of the respondents indicated that they would go to the counselor first for additional information. Extremely important sources of job information (past and future) reported by the students were their parents and the employers employees of the job they desired.

TABLE 28

Response	SOURCES OF JOB INTEREST INFORMATION USED BY HIGH SCHOOL STUDENTS			SOURCES INDICATED BY HIGH SCHOOL STUDENTS AS THEIR FIRST CHOICES FOR ADDITIONAL JOB INFORMATION		
	OK City Hi. Sch. N=1,267 (%)	Tulsa Hi. Sch. N=468 (%)	Composite N=1,735 (%)	OK City Hi. Sch. N=1,708 (%)	Tulsa Hi. Sch. N=412 (%)	Composite N=1,620 (%)
Parents/Guardian	32.75	30.98	32.27	23.26	21.60	22.84
Relatives	7.02	8.55	7.43	3.48	2.67	3.27
Teachers	10.97	13.03	11.53	6.62	5.10	6.23
Guidance Counselors	3.55	3.21	3.46	12.91	22.09	15.24
Friends/Classmates	12.31	10.26	11.76	4.72	2.18	4.07
Radio/TV	4.58	7.05	5.25	0.99	0.49	0.86
Employers/Employees	12.94	10.47	12.27	37.25	32.52	26.05
Newspapers/Magazines/Books	11.05	11.97	11.30	8.11	9.95	8.58
Other	4.81*	4.49	4.72	2.65	3.40	2.84

*Weighted Average

Table 29 presents the parents' responses when asked of their sons'/daughters' sources of job information. Parents (as did students) thought that they (parents) were the greatest source of initial job information, but saw the counselor as a very important source of additional job information.

TABLE 29

SOURCES OF JOB INFORMATION

Responses	SOURCES LISTED BY PARENTS GIVING THE GREATEST AMOUNT OF INITIAL JOB INTEREST INFORMATION					SOURCES LISTED BY PARENTS AS PREFERRED FOR SECURING FUTURE JOB INTEREST INFORMATION				
	Okla. City H.S. N=293 (%)	J.H.S. N=275 (%)	Tulsa H.S. N=144 (%)	PTA N=10 (%)	Comp. N=722 (%)	Okla. City H.S. N=293 (%)	J.H.S. N=272 (%)	Tulsa H.S. N=143 (%)	PTA N=10 (%)	Composite N=718 (%)
Parent Guardian	38.23	60.73	48.61	70.0	49.31	26.28	26.10	18.18	40.0	24.79
Relative	9.56	6.91	5.56	10.0	7.76	2.39	1.10	1.40	0.0	1.67
Teacher	15.36	16.00	19.44	0.0	16.20	12.63	3.68	6.29	0.0	7.80
Guidance Counselor	8.19	1.09	9.03	0.0	5.54	37.54	47.43	53.85	30.0	44.43
Friend, Classmate	5.16	1.45	4.86	0.0	3.74	1.37	0.37	0.70	0.0	0.84
Radio, TV	3.41	2.18	2.08	10.0	2.77	1.71	1.10	1.40	0.0	1.39
Employer	6.48	0.73	2.08	0.0	3.32	11.26	12.87	7.69	20.0	11.28
Newspapers, Books	7.51	5.82	4.86	0.0	6.23	3.07	4.41	2.80	0.0	3.48
Other	5.80	5.09	3.47	10.0	5.12	3.75	2.94	7.69	10.0	4.31

Table 30 is the school staffs' counterpart to Table 28 (students) and 29 (parents). They saw parents as the most frequent source of initial job information for the student. Unlike the students and parents, they also thought that the in-school counseling process (counselors and teachers) was an important source of initial job information for the students.

TABLE 30

SOURCES PERCEIVED BY SCHOOL PERSONNEL AS PROVIDING MOST INFORMATION TO STUDENTS IN MAKING CAREER CHOICES

Response	Ok. City	Tulsa		Composite
	H.S. N=20 (%)	J.H.S. N=85 (%)	H.S. N=76 (%)	N=181 (%)
Parents Occupation and or Advice	45.00	43.53	32.89	39.22
Peer Influence	10.00	8.24	17.11	12.16
Advice From Guidance Counselor or Teacher	15.00	22.35	30.26	24.86
Library, Radio, TV	10.00	18.82	9.21	13.81
Other	20.0	7.06	10.53	9.95

A significant portion of the student, parent, and staff questionnaires dealt with occupations and their appropriateness for training efforts in the public high schools. The parents and students were presented twelve occupational clusters and were asked of their familiarity of the type of work done by people engaged in such careers. Table 31 displays the degree of student and parent awareness of the type of work done in each category. As was expected, parents reported a greater degree of awareness, as compared to students, who responded somewhat evenly across the range of knowing about few of the workers' duties to knowing about almost all of the occupations. This would imply a need for greater career exploration efforts by the public schools to provide their students with as much information as possible as they focus on their career goals.

TABLE 31

	PARENT AWARENESS OF KINDS OF WORK DONE BY WORKERS LISTED ON THE SURVEY QUESTIONNAIRE					STUDENT AWARENESS OF KINDS OF WORK DONE BY WORKERS LISTED ON THE SURVEY QUESTIONNAIRE		
	OKC HS=239 (%)	Tulsa JHS=226 (%)	Tulsa HS=109 (%)	Tulsa PTA=9 (%)	Composite N=583 (%)	OKC N=941 (%)	Tulsa N=360 (%)	Composite N=1,301 (%)
Almost all of the workers (10 or more)	47.70	45.13	37.61	44.44	44.77	30.07	28.89	29.74
Most of the workers (8 or 9)	19.67	17.70	16.51	11.11	18.18	21.15	20.00	20.83
Half of the workers (6 or 7)	11.30	12.83	18.35	11.11	13.21	20.40	21.39	20.67
Some of the workers (4 or 5)	12.55	16.37	19.27	33.33	15.61	16.37	18.33	16.91
Few of the workers (less than 4)	8.79	7.96	8.26	0.60	8.23	12.01	11.39	11.84

Tables 32, 33, and 34 reflect the students', parents', and school staffs' opinions about the appropriateness of high school training for occupational clusters listed on the questionnaire. All occupational clusters presented, with the exception of food beverage services and transportation, were thought to be appropriate areas of public school training by all groups. Traditional skill training areas received more support across all groups than did non-traditional areas of training.

TABLE 32

HIGH SCHOOL STUDENTS OPINIONS ABOUT
WHETHER TRAINING FOR PREPARING THEM TO BE VARIOUS
TYPES OF WORKERS SHOULD BE OFFERED IN THE PUBLIC SCHOOLS

Group of Workers	Response	OKC (%)	Tulsa (%)	Composite (%)
Business Industry Manufact.	Yes	77.79	74.44	76.84
	No	14.36	16.29	14.90
	Undecided	7.85	9.27	8.25
	N @ Group	9.05	3.56	12.61
Communications	Yes	84.41	83.24	84.08
	No	8.82	7.82	8.54
	Undecided	6.77	8.94	7.37
	N @ Group	9.30	3.58	12.88
Construction	Yes	73.77	59.66	69.78
	No	14.80	24.43	17.52
	Undecided	11.43	15.91	12.70
	N @ Group	8.92	3.52	12.44
Food Beverage Services	Yes	40.04	30.59	37.38
	No	47.16	55.52	49.52
	Undecided	12.79	13.88	13.10
	N @ Group	8.99	3.53	12.52
Health Service	Yes	70.25	60.86	67.66
	No	19.54	21.14	19.98
	Undecided	10.21	18.00	12.36
	N @ Group	9.21	3.50	12.71
Maintenance & Repair	Yes	85.62	82.20	84.73
	No	8.83	8.74	8.81
	Undecided	5.53	9.06	15.25
	N @ Group	8.83	3.09	11.92
Office Clerical	Yes	87.12	87.75	87.30
	No	8.51	5.13	7.56
	Undecided	4.37	7.12	5.15
	N @ Group	8.93	3.51	12.44

TABLE 32

(Continued)

Group	Response	OKC (%)	Tulsa (%)	Composite (%)
Personal Services	Yes	72.11	40.29	63.20
	No	17.11	43.43	24.48
	Undecided	10.78	16.29	12.32
	N @ Group	9.00	3.50	12.50
Professional Services	Yes	72.22	64.20	69.95
	No	17.21	21.88	18.53
	Undecided	10.57	13.92	11.52
	N @ Group	8.89	3.52	12.41
Recreation & Entertainment	Yes	69.73	61.34	67.35
	No	17.29	24.93	19.46
	Undecided	12.97	13.73	13.19
	N @ Group	9.02	3.57	12.59
Social Services	Yes	64.82	52.32	61.15
	No	21.38	29.16	23.66
	Undecided	13.80	18.53	15.19
	N @ Group	8.84	3.67	12.51
Transportation	Yes	53.05	36.63	48.68
	No	34.74	50.17	38.97
	Undecided	12.20	13.20	12.47
	N @ Group	8.03	3.03	11.06

TABLE 33

EDUCATIONAL PROGRAMS FOR PREPARING
VARIOUS TYPES OF WORKERS THAT SHOULD/SHOULD NOT BE
OFFERED IN THE PUBLIC SCHOOLS AS PERCEIVED BY PARENTS

Group of Workers	Response	Ok. City H.S. (%)	J.H.S. (%)	Tulsa H.S. (%)	PTA (%)	Composite (%)
Business, Industry, Manufacturing	Yes	80.86	78.49	65.38	85.71	76.83
	No	12.44	12.21	27.88	14.29	15.65
	Undecided	6.70	9.30	6.73	0.00	7.52
	N Group	209	172	104	7	492
Communications	Yes	87.32	86.50	80.21	100.00	85.76
	No	7.80	7.36	12.50	0.0	8.49
	Undecided	4.88	6.13	7.29	0.0	5.73
	N Group	205	163	96	7	471
Construction	Yes	77.89	72.73	63.73	85.71	73.15
	No	14.07	15.76	28.43	14.29	17.76
	Undecided	8.04	11.52	7.84	0.0	9.09
	N Group	199	165	102	7	473
Food Beverage Service	Yes	40.69	51.68	40.78	16.67	43.94
	No	43.14	34.23	50.49	33.33	41.78
	Undecided	16.18	14.09	8.74	50.00	14.29
	N Group	204	149	103	6	462
Health Service	Yes	73.66	65.87	74.29	57.14	70.87
	No	17.56	22.75	20.95	42.86	20.45
	Undecided	8.78	11.38	4.76	0.0	8.68
	N Group	205	167	105	7	484
Maintenance & Repair	Yes	89.90	80.95	85.05	85.71	85.63
	No	6.57	8.33	10.28	14.29	8.13
	Undecided	3.54	10.71	4.67	0.0	6.25
	N Group	198	168	107	7	480
Office Clerical	Yes	95.33	93.53	94.39	100.0	94.58
	No	2.80	2.94	3.74	0.0	3.01
	Undecided	1.87	3.53	1.87	0.0	2.41
	N Group	214	170	107	7	498
Personal Services	Yes	79.05	56.10	57.14	50.0	66.19
	No	11.90	27.44	32.38	33.33	21.85
	Undecided	9.05	16.46	10.48	16.67	11.96
	N Group	210	164	105	6	485
Professional Services	Yes	74.62	63.58	64.36	28.57	67.88
	No	19.29	27.16	26.73	71.43	24.41
	Undecided	6.09	9.26	8.91	0.0	7.71
	N Group	197	162	101	7	467
Recreation and Entertainment	Yes	67.68	67.90	65.0	100.0	67.67
	No	20.71	18.52	24.0	0.0	20.34
	Undecided	11.62	13.58	11.0	0.0	11.99
	N Group	198	162	100	7	467
Social Services	Yes	68.27	65.24	65.45	57.14	66.46
	No	18.27	20.13	23.64	42.86	20.45
	Undecided	13.46	14.63	10.91	0.0	13.09
	N Group	208	164	110	7	489
Transportation	Yes	46.35	36.6	42.27	28.57	41.87
	No	40.10	48.37	48.45	57.14	44.99
	Undecided	13.54	15.03	9.28	14.29	13.14
	N Group	192	153	97	7	449

TABLE 34

EDUCATIONAL PROGRAMS FOR PREPARING VARIOUS TYPES OF WORKERS THAT SHOULD SHOULD NOT BE OFFERED IN THE OKLAHOMA CITY/TULSA PUBLIC SCHOOLS AS PERCEIVED BY SCHOOL PERSONNEL

Group of Workers	Response	Ok. City H.S. (%)	Tulsa J.H.S. (%)	Tulsa H.S. (%)	Composite (%)
Business, Industry and Manufacturing	Yes	85.00	90.36	90.28	89.71
	No	15.00	7.23	9.72	9.14
	Undecided	0.00	2.41	2.17	2.04
	N Group	20	83	72	175
Communications	Yes	90.00	80.49	78.95	80.90
	No	5.00	14.63	13.16	12.92
	Undecided	5.00	4.88	7.89	6.18
	N Group	70	82	76	178
Construction	Yes	95.00	80.72	63.16	74.86
	No	5.00	12.05	27.63	17.88
	Undecided	0.00	7.23	9.21	7.26
	N Group	20	83	76	179
Food Beverage Service	Yes	80.00	75.31	54.55	66.86
	No	20.00	17.28	35.06	25.28
	Undecided	0.00	7.41	10.39	7.87
	N Group	20	81	77	178
Health Services	Yes	80.00	65.85	58.90	64.57
	No	10.00	29.27	31.51	28.00
	Undecided	10.00	4.88	9.59	7.43
	N Group	20	82	73	175
Maintenance & Repair	Yes	89.47	90.36	80.00	85.87
	No	10.53	7.23	16.00	11.30
	Undecided	0.00	2.41	4.00	2.83
	N Group	19	83	75	177
Office Clerical	Yes	90.00	95.18	97.37	95.53
	No	5.00	3.61	2.63	3.35
	Undecided	5.00	1.20	0.00	1.12
	N Group	20	83	76	179
Personal Services	Yes	90.00	84.34	75.00	81.01
	No	5.00	14.46	21.05	16.20
	Undecided	5.00	1.20	3.95	2.79
	N Group	20	83	76	179
Professional Services	Yes	35.00	32.93	36.00	34.46
	No	45.00	60.98	54.67	56.50
	Undecided	20.00	6.10	9.33	9.04
	N Group	20	82	75	177

TABLE 34
(Continued)

EDUCATIONAL PROGRAMS FOR PREPARING VARIOUS TYPES OF WORKERS THAT SHOULD/SHOULD NOT BE OFFERED IN THE OKLAHOMA CITY/TULSA PUBLIC SCHOOLS AS PERCEIVED BY SCHOOL PERSONNEL

Group of Workers	Response	Ok. City	Tulsa		
		H.S. (%)	J.H.S. (%)	H.S. (%)	Composite (%)
Recreation & Entertainment	Yes	70.00	59.26	59.21	60.45
	No	25.00	30.86	30.26	29.94
	Undecided	5.00	9.88	10.53	9.61
	N Group	20	81	76	177
Social Services	Yes	60.00	68.29	58.67	63.28
	No	40.00	20.73	30.67	27.12
	Undecided	0.00	10.98	10.67	9.61
	N Group	20	82	75	177
Transportation	Yes	55.00	60.00	44.99	52.44
	No	40.00	34.29	45.95	40.25
	Undecided	5.00	5.71	9.46	7.31
	N Group	20	70	74	164

High school students and parents participating in this survey were asked to rate the importance of fourteen selected job characteristics or working conditions with respect to the effect each had on their selection of a career goal. Table 35 is a compilation of the student responses. Table 36 presents the responses of the parents. The following summary shows the most frequently named condition or characteristic by importance category: (Responses averaged for the two cities)

Very Important

1. Steady Employment
2. High Pay
3. Chance for Advancement
4. Clean Surroundings
5. Working with People

Important

1. Regular Working Hours
2. High Pay
3. Clean Surroundings
4. Working with People
5. Steady Employment
6. Chance for Advancement

Little Importance

1. Setting One's Own Hours
2. Status and Prestige
3. Working Alone
4. Working with Information and Ideas
5. Working Outdoors

Not Important

1. Working Outdoors
2. Travel Required in Work
3. Working Indoors
4. Working Alone
5. Setting One's Own Hours

TABLE 35

VALUES PLACED ON SELECTED WORKING CONDITIONS
OR JOB CHARACTERISTICS BY HIGH SCHOOL STUDENTS

Conditions	Responses	Okla. City (%)	Tulsa (%)	Composite (%)
Chance for Advancement	Not Important	16.91	1.31	12.34
	Somewhat Important	9.31	7.42	8.76
	No Opinion Undecided	8.23	5.02	7.29
	Important	35.44	36.46	35.74
	Very Important	30.11	49.78	35.87
	N @ Group	1106	458	1564
Clean Surroundings	Not Important	2.44	2.64	2.49
	Somewhat Important	9.30	7.93	8.95
	No Opinion Undecided	4.12	3.30	3.91
	Important	42.45	46.70	43.54
	Very Important	32.55	39.43	34.32
	N @ Group	1312	454	1766
High Pay	Not Important	1.35	1.79	1.47
	Somewhat Important	14.39	11.83	13.69
	No Opinion Undecided	4.71	4.91	4.76
	Important	44.36	41.41	43.83
	Very Important	35.19	39.06	36.25
	N @ Group	1188	448	1636
Regular Working Hours	Not Important	4.97	3.94	4.68
	Somewhat Important	15.00	14.66	14.91
	No Opinion Undecided	7.25	9.19	7.79
	Important	46.67	43.76	45.86
	Very Important	26.12	28.45	26.77
	N @ Group	1187	457	1644
Setting One's Own Hours	Not Important	22.18	17.27	20.85
	Somewhat Important	26.81	31.82	28.16
	No Opinion Undecided	19.66	22.73	70.49
	Important	21.18	19.09	20.62
	Very Important	10.17	9.09	9.88
	N @ Group	1190	440	1630
Status and Prestige	Not Important	19.78	19.86	19.80
	Somewhat Important	22.16	23.33	22.47
	No Opinion Undecided	20.71	20.32	20.61
	Important	25.04	26.56	25.45
	Very Important	12.31	9.93	11.67
	N @ Group	1178	433	1611
Steady Employment	Not Important	2.64	1.14	2.23
	Somewhat Important	6.22	6.15	6.20
	No Opinion Undecided	3.32	2.51	3.10
	Important	37.60	37.13	37.47
	Very Important	50.21	53.08	50.99
	N @ Group	1173	439	1612

TABLE 35
(Continued)

Travel Required in Work	Not Important	33.36	39.21	34.99
	Somewhat Important	16.04	15.42	15.87
	No Opinion Undecided	20.12	24.45	21.32
	Important	21.05	15.20	19.42
	Very Important	9.42	5.73	8.39
	N @ Group	1178	454	1632
Working Alone	Not Important	28.50	29.58	28.81
	Somewhat Important	22.51	16.67	20.83
	No Opinion Undecided	21.25	22.92	21.73
	Important	18.21	20.42	18.85
	Very Important	9.53	10.42	9.77
	N @ Group	1186	480	1666
Working Indoors	Not Important	29.66	30.44	29.87
	Somewhat Important	17.14	14.89	16.52
	No Opinion Undecided	13.36	18.22	14.69
	Important	28.40	25.33	27.56
	Very Important	11.43	11.11	11.34
	N @ Group	1190	450	1640
Working Outdoors	Not Important	36.07	32.19	35.03
	Somewhat Important	19.92	16.89	19.11
	No Opinion Undecided	18.08	22.83	19.35
	Important	18.16	18.72	18.31
	Very Important	7.78	9.36	8.20
	N @ Group	1195	438	1633
Working with Information and Ideas	Not Important	14.69	21.44	16.39
	Somewhat Important	18.04	23.02	19.30
	No Opinion Undecided	21.00	26.19	22.31
	Important	25.27	22.35	24.53
	Very Important	21.00	7.00	17.47
	N @ Group	1314	443	1757
Working with People	Not Important	7.91	7.17	7.71
	Somewhat Important	13.55	11.21	12.91
	No Opinion Undecided	8.33	10.76	8.99
	Important	39.90	40.58	40.09
	Very Important	30.00	30.27	30.29
	N @ Group	1188	446	1634
Working with Tools and Material	Not Important	19.52	22.20	20.27
	Somewhat Important	17.80	18.39	17.96
	No Opinion Undecided	16.57	14.38	15.96
	Important	28.63	28.54	28.60
	Very Important	17.47	16.49	17.20
	N @ Group	1219	473	1692

TABLE 36

VALUES PLACED ON SELECTED WORKING CONDITIONS OR JOB CHARACTERISTICS BY PARENTS REFLECTING THEIR EXPECTATIONS FOR STUDENT OCCUPATIONAL CHOICES

Condition	Response	Okla. City Hi. Sch.	Jr. Hi.	Tulsa Hi. Sch.	PTA	Composite
Chance for Advancement	Not Important	3.32	1.11	0.70	0.0	1.94
	Somewhat Important	5.32	8.52	4.93	11.11	6.51
	No Opinion	1.33	2.96	4.23	0.0	2.49
	Important	41.53	42.22	46.48	33.33	42.66
	Very Important	48.50	45.19	43.66	55.56	46.40
	N @ Group	301	270	142	9	722
Clean Surroundings	Not Important	2.36	1.12	0.70	0.0	1.54
	Somewhat Important	10.77	11.61	8.39	22.22	10.75
	No Opinion	3.03	1.87	4.20	0.0	2.79
	Important	40.74	49.06	52.45	33.33	46.09
	Very Important	43.10	36.33	34.27	44.44	38.83
	N @ Group	297	267	143	9	716
High Pay	Not Important	3.34	1.12	2.67	0.0	2.34
	Somewhat Important	18.06	15.36	20.0	11.11	17.38
	No Opinion	4.01	2.25	4.0	0.0	3.31
	Important	42.14	52.81	44.0	66.67	46.76
	Very Important	32.44	28.46	29.33	22.22	30.20
	N @ Group	299	267	150	9	725
Regular Working Hours	Not Important	4.51	3.02	2.82	22.22	3.83
	Somewhat Important	17.01	14.72	14.79	22.22	15.77
	No Opinion	4.17	3.77	7.04	11.11	4.69
	Important	47.22	54.34	52.82	33.33	50.85
	Very Important	27.08	24.15	22.54	11.11	24.86
	N @ Group	288	265	142	9	704
Setting One's Own Hours	Not Important	30.07	34.87	30.28	0.00	31.50
	Somewhat Important	30.07	26.44	30.99	55.56	29.24
	No Opinion	16.89	20.31	20.42	11.11	18.79
	Important	16.89	14.56	14.08	33.33	15.68
	Very Important	6.08	3.83	4.23	0.00	4.80
	N @ Group	296	261	142	9	708
Status Prestige	Not Important	24.33	26.25	24.11	0.00	24.68
	Somewhat Important	26.00	27.03	24.11	44.44	26.23
	No Opinion	11.33	11.97	12.77	11.11	11.85
	Important	24.33	26.64	26.95	33.33	25.81
	Very Important	14.00	8.11	12.06	11.11	11.43
	N @ Group	300	259	141	9	709
Steady Employment	Not Important	1.62	2.22	3.57	0.00	2.20
	Somewhat Important	4.55	5.56	2.86	0.00	4.54
	No Opinion	3.57	0.74	3.57	0.00	2.47
	Important	36.69	41.11	35.71	55.56	38.38
	Very Important	53.57	50.37	54.29	44.44	52.41
	N @ Group	308	270	140	9	727
Travel Required in Work	Not Important	41.78	36.55	42.34	33.33	39.89
	Somewhat Important	17.47	20.88	16.06	33.33	18.63
	No Opinion	17.12	22.89	20.44	11.11	19.79
	Important	17.47	14.46	14.60	22.22	15.87
	Very Important	6.16	5.22	6.57	0.00	5.82
	N @ Group	292	249	137	9	687

TABLE 36
(Continued)

Condition	Response	Okla. City Hi. Sch.	Jr. Hi.	Tulsa Hi. Sch.	PTA	Composite
Working Alone	Not Important	32.31	26.38	34.29	22.22	30.43
	Somewhat Important	24.16	20.87	17.14	33.33	21.68
	No Opinion	17.45	24.02	18.57	11.11	19.97
	Important	20.13	22.05	24.29	33.33	21.83
	Very Important	6.04	6.69	5.71	0.00	6.13
	N @ Group	298	254	140	9	791
Working Indoors	Not Important	27.42	28.24	29.29	44.44	28.31
	Somewhat Important	18.39	16.41	19.29	22.22	17.89
	No Opinion	14.38	21.76	11.43	0.00	16.34
	Important	27.76	23.66	27.14	22.22	26.05
	Very Important	12.04	9.92	12.86	11.11	11.41
	N @ Group	299	262	140	9	710
Working Outdoors	Not Important	43.29	37.79	42.45	33.33	40.96
	Somewhat Important	14.77	16.41	14.39	22.22	15.40
	No Opinion	21.81	27.10	23.74	11.11	24.01
	Important	13.76	13.36	14.39	22.22	13.84
	Very Important	6.38	5.34	5.04	11.11	5.79
	N @ Group	298	262	139	9	708
Working with Information Ideas	Not Important	11.86	11.79	14.58	11.11	12.38
	Somewhat Important	21.36	20.53	20.83	22.22	20.96
	No Opinion	15.93	23.19	25.69	0.00	20.39
	Important	33.22	33.46	34.03	55.56	33.76
	Very Important	17.63	11.03	4.86	11.11	12.52
	N @ Group	295	263	144	9	711
Working with People	Not Important	6.73	7.60	10.00	11.11	7.75
	Somewhat Important	13.43	14.83	17.14	22.22	14.67
	No Opinion	6.40	8.37	5.00	0.00	6.77
	Important	44.78	44.49	45.71	33.33	44.71
	Very Important	28.96	24.71	22.14	33.33	26.09
	N @ Group	297	263	140	9	709
Working with Tools Materials	Not Important	22.82	15.41	26.00	44.44	21.02
	Somewhat Important	19.46	20.68	20.00	22.22	20.06
	No Opinion	14.77	20.68	18.67	0.00	17.57
	Important	27.52	31.58	26.00	33.33	28.77
	Very Important	15.44	11.65	9.33	0.00	12.59
	N @ Group	298	266	150	9	723

Tables 37-41 present the perceptions and opinions of the school staffs dealing with the vocational delivery system of the two cities. Table 37 presents the staffs' perceptions on optimal vocational delivery systems designed to meet the needs of a maximum number of students. An overwhelming majority of the staff members favored a combination of comprehensive neighborhood schools and area skill centers, indicating satisfaction with the status quo. A sizable portion of the staff would opt to centralize all vocational training in the skill centers.

TABLE 37

WAYS PERCEIVED BY SCHOOL PERSONNEL TO PROVIDE BEST FOR MEETING THE VOCATIONAL EDUCATION NEEDS OF A MAXIMUM NUMBER OF STUDENTS

Response	Oklahoma City HS N=20 (%)	Tulsa JHS N=85 (%)	Tulsa HS N=78 (%)	Composite N=183 (%)
Comprehensive, neighborhood schools	10.00	8.24	6.41	7.65
Area skill centers which accommodate students from several neighborhood schools for part of a day	10.00	30.59	8.97	19.12
Both comprehensive neighborhood schools and area skill centers	75.00	60.00	80.77	70.49
Offering outside public secondary schools	0.00	1.18	1.28	1.09
None of the above	5.00	0.00	2.56	1.64

Table 38 reveals the staffs' opinions relating to the open entry exit concept of vocational education delivery stystems. The staff responses indicate that they believe open entry and exit from skill training would be desirable, but it is interesting to note the difference in support for open entry as opposed to open exit. (A substantial portion of those supporting open entry did not support open exit policies.)

TABLE 38

SCHOOL PERSONNEL OPINIONS REGARDING OPEN EXIT FROM VOCATIONAL EDUCATION PROGRAMS COURSES BY STUDENTS PREPARING FOR EMPLOYMENT (SHOWS HOW THE PROGRAM SHOULD OPERATE--NOT HOW IT DOES OPERATE)

Response	Okla. City	Tulsa		Composite
	High School N=20 (%)	Jr. Hi. Sch. N=83 (%)	High School N=78 (%)	N=181 (%)
Yes	60.00	44.58	52.56	49.72
No	30.00	32.53	28.21	30.39
Undecided	10.00	22.89	19.23	19.89

TABLE 38

SCHOOL PERSONNEL OPINIONS REGARDING OPEN ENTRY INTO VOCATIONAL EDUCATION PROGRAMS COURSES BY STUDENTS PREPARING FOR EMPLOYMENT (SHOWS HOW THE PROGRAM SHOULD OPERATE--NOT HOW IT DOES OPERATE)

Response	Okla. City	Tulsa		Composite
	High School N=20 (%)	Jr. Hi. Sch. N=83 (%)	Hi. School N=68 (%)	N=171 (%)
Yes	85.00	93.98	83.82	88.89
No	0.00	1.20	4.41	2.37
Undecided	15.00	4.82	11.76	8.77

Table 39 presents the school personnel opinions of the adequacy of their schools' programs designed to acquaint their students with a wide variety of careers. The majority of the staff felt that these offerings experiences were adequate. This group opinion when compared with the students' actual career knowledge base (as displayed in Table 31) reveals a discrepancy in the perceptions of adequacy of such programs. Although the staff felt the programs to be adequate, the students themselves did not display a broad knowledge base of occupational clusters.

TABLE 39

OPINIONS OF SCHOOL PERSONNEL REGARDING THE ADEQUACY OF EXPOSURE OF STUDENTS TO A WIDE VARIETY OF CAREER CHOICES THROUGH ORIENTATION EXPLORATORY SCHOOL BASED EXPERIENCES

Response	Okla. City H.S. N=70 (%)	Tulsa J.H.S. N=85 (%)	Tulsa H.S. N=77 (%)	Composite N=182 (%)
Strongly Agree	5.00	9.41	9.09	8.79
Agree	60.00	44.71	61.04	53.30
Undecided	15.00	15.29	11.69	15.93
Disagree	20.00	25.88	16.88	21.43
Strongly Disagree	0.00	4.71	1.30	2.75

When asked what barriers prevented high school graduates from being gainfully employed, the school staffs reported their perception of the greatest hindrance to be insufficient educational preparation. This data (displayed in Table 40) tends to support the concerns of a number of students and parents relating to the adequacy of school programs designed for post-graduation employment (displayed in Tables 25 & 26). Interesting to note in Table 40 is the fact that not a single staff member perceived sex as the major hindrance to employment (although sex may be a significant factor in the availability of certain types of educational preparation, which was cited as a major hindrance).

TABLE 40

EMPLOYMENT BARRIER FACTORS FOR STUDENTS SEEKING JOBS IN THE OKLAHOMA CITY TULSA AREAS FOLLOWING HIGH SCHOOL GRADUATION AS PERCEIVED BY PUBLIC SCHOOL PERSONNEL

Response	Oklahoma City H.S. N=20 (%)	Tulsa J.H.S. N=82 (%)	Tulsa H.S. N=75 (%)	Composite N=177 (%)
Age	10.00	12.20	24.00	16.95
Sex	0.00	0.00	0.00	0.00
Race	0.00	0.00	1.33	0.56
Insufficient Educational Preparation	70.00	65.85	53.33	61.01
Other (specify)	20.00	21.95	21.33	21.47

Table 41 displays the school staffs' opinions regarding modifications in the cooperative vocational programs available in their schools. A large majority of the staff felt that the programs should be diversified and the opportunity extended to more students. Overall, the staff members were very supportive of this concept of vocational education delivery.

TABLE 41

SUGGESTED MODIFICATION OF SUPERVISED WORK EXPERIENCES PRIOR TO HIGH SCHOOL GRADUATION BY SCHOOL PERSONNEL

Response	Oklahoma City H.S. N=20 (%)	Tulsa J.H.S. N=85 (%)	Tulsa H.S. N=75 (%)	Composite N=180 (%)
Made available to more students	40.00	58.82	38.67	48.33
Extended to provide wider choices of supervised work experiences	45.00	30.59	37.33	35.00
Maintained at the present level of operation	15.00	10.59	22.67	16.11
Decreased to provide fewer choices of supervised work experiences	0.00	0.00	1.33	0.55
Discontinued at this school	0.00	0.00	0.00	0.00

Tables 42-45 present the responses of junior high middle school students included in the study when asked about job career related concepts. Table 42 displays the students' reported spectrum of vocational oriented experiences. A surprising number of students reported having had experience in a broad variety of activities which could be enhanced with in-school vocationally oriented or career exploration activities.

TABLE 42

JUNIOR HIGH SCHOOL STUDENTS
INDICATED HAVING DONE THESE THINGS

Response	OKC N=364 (%)	Tulsa N=658 (%)	Composite N=1022 (%)
Worked on a bicycle	81.87	83.74	83.07
Built something out of wood	71.98	71.73	71.82
Helped sew clothes	63.46	66.57	65.46
Helped cook a meal	89.56	81.31	84.25
Helped someone fix a car	48.63	58.21	54.80
Helped paint a house fence	72.80	79.33	77.00
Mowed lawns	79.62	83.74	82.27
Had part-time job	40.66	51.98	47.95
Typed on typewriter	69.23	72.04	71.04
Had taken piano lessons	29.95	24.92	26.71
Worked on a farm	50.00	52.58	51.66

Multiple Responses Requested: TOTAL 100%

Table 43 displays the students' responses to stimuli dealing with their career education experiences and desires. Although a majority of the students reported exposure to career education, an overwhelming majority desired additional in-school experiences in career exploration.

TABLE 43

JUNIOR HIGH SCHOOL STUDENTS WHO HAVE STUDIED ABOUT DIFFERENT JOBS AS A PART OF THEIR CLASSES IN SCHOOL

JUNIOR HIGH SCHOOL STUDENTS WHO WOULD LIKE TO LEARN MORE ABOUT DIFFERENT JOBS

Response	OKC N=364 (%)	Tulsa N=658 (%)	Composite N=1022 (%)	OKC N=364 (%)	Tulsa N=655 (%)	Composite N=1019 (%)
YES	63.74	56.23	58.90	93.13	91.15	91.86
NO	36.26	43.77	41.10	6.87	8.85	8.14

Table 44 displays the students' perceptions of educational prerequisites for their career goals. The students placed a much higher value on basic education and college as compared to vocational education, evidencing indoctrination to the status quo in counseling practices.

TABLE 44

JUNIOR HIGH SCHOOL STUDENTS' RESPONSES REGARDING THE THINGS THEY WILL NEED TO DO IN ORDER TO GET THE JOB THEY WANT

Response	OKC J.H.S. & M.S. Students N=364 (%)	Tulsa J.H.S. Students N=658 (%)	Composite N=1022 (%)
Learn to read	70.88	65.96	67.71
Learn to do math	72.80	61.85	65.75
Do well in English class	49.45	42.25	44.81
Take wood shop class	15.11	15.05	15.07
Take metal shop class	17.31	16.87	17.03
Go to college	74.45	68.69	70.74
Go to vo-tech after H.S.	18.13	20.97	19.96
Take vo-ed in H.S.	21.70	17.93	19.27
Take art classes	21.98	17.17	18.88
Take foreign language class	22.53	13.98	17.03
Take science classes	28.30	20.21	23.09
None of these	6.87	5.78	6.17

Table 45 presents the degree of junior high middle school students' awareness of vocational offerings in the public schools of their cities. It can be readily seen that the traditional programs (business and office, auto mechanics, carpentry) are known to a much greater portion of the students than the specialized vocational offerings (usually housed at the area schools), but in any case only about ½ of the students knew of the standard vocational programs and only a small number knew of some of the more specialized programs. Almost 10% of the students thought that none of the programs listed were available to them in public high schools.

TABLE 45

JUNIOR HIGH SCHOOL STUDENTS' PERCEPTIONS OF THINGS WHICH CAN BE LEARNED IN THE HIGH SCHOOLS OF THEIR CITIES.

Response	OKC N=364 (%)	Tulsa N=658 (%)	Composite N=1022 (%)
Work on cars	42.31	58.21	52.55
Work on airplanes	15.38	15.81	15.66
Be a carpenter	42.03	50.00	47.16
Paint cars	27.75	21.88	23.97
Be a welder	46.98	58.97	54.70
Work in a machine shop	38.19	61.70	53.33
Work on air conditioners	15.93	12.46	13.70
Be a nurse	31.59	23.25	26.22
Be a computer programmer	23.63	25.68	24.95
Lay bricks	23.63	14.44	17.71
Be a secretary	46.43	54.26	51.47
Be a printer	38.19	35.87	36.70
Be a photographer	43.96	47.72	46.38
Work in a beauty shop	27.47	22.04	23.97
None of these	14.84	6.23	9.30

The SDVTE has established a statewide goal of providing vo-ed to 60% of all graduating seniors. Neither Oklahoma City nor Tulsa is meeting this service goal.

In an attempt to estimate the financial resources necessary to meet this goal, Tables 46 and 47 have been provided. Adjustments have been made in the number of new students to be served because:

(1) The comprehensive high school vocational programs are not operating at full capacity. Data indicates that these programs are serving approximately 80% of their potential; therefore, the number of new students to be served has been adjusted downward by 20%, and

(2) the public school systems are not filling all of their allocated slots in the area schools serving their school system. Data indicates that Oklahoma City utilizes approximately 85% of their allocation whereas Tulsa uses only 57%.

Because of these unfilled slots available at the area schools, the number of new students to be served was adjusted downward by the number of unfilled slots in each respective city.

The number of programs needed to meet the goal was computed by dividing the number of new students to be served by the average number of students served per vocational program. The factor used was 40 students to be served per program per day.

The financial resources necessary to implement the new programs were developed by using an average across all vocational programs for annual operating expenses, new facility expenditures, and new equipment expenses. Both the facility and equipment expenditures are one-time expenses while the operating expenses recur on an annual basis.

TABLE 46

PROGRAM AL USTMENTS REQUIRED TO MEET
STATE DEPARTMENT OF VOCATIONAL-TECHNICAL
EDUCATION SERVICE ENROLLMENT GOALS

Location Grade Level	Number of Students	50% Jr. 60% Sr. Optimal Voc. Ed. Service	Existing Service	New Students To Be Served	80% Utilization of Current Comprehensive Programs	Under Utilization of Area School Allocations	New Students To Be Served (Adjusted)	Number of New Programs Needed To Serve 50% Jr. 60% Sr. (40 Students/Prog.)
Oklahoma City								
11th	3,647	1,824	1,364	952	762	-75	687	17
12th	3,199	1,919	1,427					
Tulsa								
11th	4,311	2,156	906	1,894	1,515	-338	1,177	29
12th	3,665	2,199	1,555					

TABLE 47

VOCATIONAL PROGRAMS AND DOLLARS NEEDED
TO REACH OPTIMAL SERVICE ENROLLMENT GOALS
(50% Jr. & 60% Sr.)

Location	Number of Programs Needed	Recurring Annual Operating Expenses	One Time Facilities Expenditures	One Time Equipment Expenditures	Total Expenditures
Oklahoma City	17	320,603	994,857	452,149	1,767,609
Tulsa	29	546,911	1,697,109	771,313	3,015,333

NOTE: Program costs source was standardized capital outlay and annual operating costs for area vocational-technical schools and comprehensive high schools; planning unit data; State Department of Vocational-Technical Education.

Section V

SUMMARY

The major goal of this study has been to accurately and comprehensively report the major problems needs of the vocational education programs in the Oklahoma City and Tulsa Public School Systems.

The specific objectives of the study along with reactions to the objectives based on factual data, observations, and interviews are as follows:

(1) To determine the vocational training needs of people in the Oklahoma City and Tulsa Public School Districts and to determine the extent to which the needs are being met.

a. High School Level. About one-third of the students who could benefit from vocational skill training are currently enrolled in such programs.

b. Part-Time Adult Level. There is evidently a great need for publically supported part-time adult education courses in vocational education for purposes of job skill up-grading and job related upward mobility.

c. Post-Secondary Adult Level. The greatest need is for cooperative planning and program coordination between public and private secondary and post-secondary vocational programs. A need exists to encourage more secondary level vocational education students to continue their education at the post-secondary level.

(2) To determine the resources that are available for vocational education and how adequately they are being utilized. The following are major general needs:

a. Program Underutilization
Many vocational programs in both the comprehensive and area vocational high schools are underutilized.

b. Instructional Equipment
There is a great need to replace outmoded and worn out instructional equipment. This is especially true in comprehensive high schools.

c. Building
A need exists at certain schools to remodel or replace and expand buildings for vocational education programs.

(3) To determine the capital required to meet the need for expanded programs of vocational education.

The following Capital Requirements are projections of the dollars required to expand vocational course offerings to the enrollment levels recommended by the State Department of Vo-Tech Education:

a. Oklahoma City - $1,767,609
b. Tulsa - $3,015,333

(4) To determine the population characteristics and the trends of business and industry in the urban centers.

a. Population School and Employment Trends
The numbers of total secondary school students will continue to decrease. However, the total number of vocational education students should increase as guidance programs are revised and as higher unemployment rates among young people begin to impact on school programs.

b. An increase in the need for short-term vocational skill programs aimed at adult clients is anticipated.

c. There is a need to provide more vocational skill programs in the distributive and office occupations area.

d. The total number of new business and industrial firms starting in the urban areas of Oklahoma should increase as established firms begin to migrate out of other economically depressed areas of the country.

(5) To examine and analyze the trends in the tax bases within the urban centers. To determine the equity of the source of funding for vocational education.

The following tax base information* has been identified:

Oklahoma City
Total net evaluation (including real property, personal property, and public services) $574,460,558
ADA Evaluation $13,290.62

Tulsa
Total net evaluation (including real property, personal property, and public services) $843,612,021
ADA Evaluation $14,770.15

The local tax base in these two cities appears to be adequate for supporting the local cost involved in offering adequate vocational education services. However, the variable in studying adequacy of local fiscal support centers on determining where the local boards of education have placed their priorities for the allocation of available resources. This determination should be of mutual concern to the State Board for Vocational and Technical Education and the State Advisory Council for Vocational Education.

An alternative method for securing a higher level of local financial support which has been proposed for Oklahoma City is the establishment of an area vocational school district. This alternative could be explored with the local board of education.

Recommendations

The following is a summary of the recommendations for improving and expanding vocational education in the major urban areas of Oklahoma:

(The recommendations have been grouped under [redacted] general categories of Curriculum, The Career Counseling Process, Public Relations, Organization Administration, and Information Systems.)

*From the 1975-76 Annual Report of The Oklahoma State Department of Education, Oklahoma City, 1976.

CURRICULUM

1. The single most important recommendation to be made as a result of this needs study is that vocational education program offerings for secondary education students be expanded in both cities.

2. Serious consideration must be given to more adequately meeting the needs of students by offering a more diversified selection of vocational courses.

3. It is recommended that Oklahoma City initiate 17 new vocational programs designed to serve 687 students and that Tulsa initiate 29 new programs designed to serve 1177 new students, and that current program enrollments be increased by 75 students in Oklahoma City and 338 in Tulsa to bring enrollments up to the 60% enrollment goal for high school students, as set by the State Department of Vocational and Technical Education.

4. Efforts should be given to expanding and extending secondary vocational education offerings in the following areas in both cities:

a. Business and Office Education:	Accounting/Computing Clerical/Typing Secretary/Stenographer
b. Distributive Education:	Retail/Wholesale Sales
c. Trade and Industrial Education:	Nursing Assistant Machine Shop Construction/Carpentry
d. Home Economics (Wage Earning):	Food Services Cook/Chef Child Care/Guidance Fabric Services

5. A special need exists for adding programs in the area of wage earning home economics in both cities.

6. It is suggested that steps be taken to expand and improve cooperative work experience programs (especially in comprehensive high schools).

7. There remains a need to develop more special vocational programs for the handicapped and disadvantaged in the schools which are designed to serve such students.

8. There is a great need to develop more vocational skill training programs at a lower level of sophistication. Areas such as building maintenance, grounds keeping, etc. need to be stressed.

9. The resultant feedback from interviews with minority adults indicates that there is a great need to stress areas such as "how to apply for a job," "personal grooming," "communicating with employers," etc. in high school level vocational education programs.

THE CAREER COUNSELING PROCESS

1. There should be special emphasis on in-service training for counselors to update their knowledge base on vocational education sources for the total district in each city enumerating all vocational offerings at all levels.

2. The guidance program, as it relates to counseling students about careers which do not require education beyond high school, should be changed and upgraded to provide more effective and efficient career services to students.

3. It is recommended that a vocational/career interest/aptitude testing program for secondary students be implemented in the public schools of both cities. This program should include both verbal and non-verbal forms of assessment. The results of such a testing program shall be considered on an annual basis for purposes of vocational education curriculum adjustment.

4. Due to the strong influence of parents on the occupational choice of their students, it is recommended that programs be planned and implemented to provide parents with current occupational information so that their assistance to and influence on students will be helpful and accurate.

5. Based on the importance of selected job characteristics to both students and parents, it is recommended that occupational information provided to students and parents include information on the steadiness of employment, level of pay, opportunities for advancement, cleanliness of surroundings, the extent to which the worker is working with people, and regularity of working hours.

PUBLIC RELATIONS

1. There is a need to mount a comprehensive public information campaign to enlighten the general public to vocational education objectives, goals, and needs.

2. The public schools need to do at least two things to combat a negative attitude by parents, guidance counselors, school administrators, non-vocational teachers and other community members toward vocational education:

   a. Every effort possible must be made to upgrade vocational education courses to make them a relevant experience for students.

   b. Information must be disseminated to the public about the need for vocational education and the employment opportunities available to persons who are prepared.

3. The public schools must improve their relationships and communication with employers and organized labor representatives in the community including the establishment of an adequate city-wide job placement service for school leavers and adult clients.

4. The central office vocational education staffs in both cities should plan a program for impacting on community based agencies, organizations and institutions who are concerned with the delivery of vocational education. Organizations such as the Chamber of Commerce, Retail Merchants Association, Inc., American Management Society, Junior Achievement, City Health Department, Associated General Contractors of America, etc., should be included in the plan.

ORGANIZATION ADMINISTRATION

1. A concentrated effort must be made in both cities to do a better job of keeping top administration and boards of education well informed about the successes and needs for improving vocational education in the school district.

2. There is a need in both cities to have the board and top administrative staffs declare that vocational education is their top educational priority.

3. Some way of producing an integrated program of general education and vocational education for students must be found.

4. There is a critical need to improve, expand and utilize both short and long range planning. A master plan for vocational education needs to be developed for each city.

5. Vocational education enrollment should be increased to at least 60% of eligible students. The following things need to be done to achieve this increase:

   a. The central office staffs in vocational education and practical arts must develop clear cut definitions and standards for vocational and practical arts programs at the building level.

   b. Efforts must be made to educate parents, students, educators and others as to the differences in philosophy, objectives and outcomes to be expected from the two types of course offerings.

6. It is suggested that the following steps be considered in expanding vocational education offerings:

   a. That all existing programs in the area school and comprehensive schools be filled. This should be a prerequisite to any further expansion.

   b. That housing be located for developing supplemental programs to the area vocational school. (Vacant industrial or school buildings or relocatable steel buildings.)

7. There is a need in both cities to upgrade the position of the chief administrator in charge of vocational education to that of assistant superintendent. This change is necessitated because of the heavy administrative responsibility placed on this individual.

8. The assistant superintendent in the central office who is in charge of vocational education programs should also be in charge of practical arts (ind. arts, gen. home econ., gen. business ed., etc.) and adult education.

9. Central office supervisory staff members in vocational education are spending too much time in activities which have a relatively low level of productivity. Areas such as equipment repair, delivery of supplies, duplication of reporting, unnecessary duplicative approval of expenditures, preparation of order and bid sheets for supplies and equipment should all be studied and eliminated whenever possible. These functions should be reassigned to the lowest possible level in the organization.

10. The role, function and responsibility of various school building units with vocational education components should be clarified. All building functions which pertain to student and personnel management and accounting and other functions which are common to both vocational and academic areas should be handled with uniform policies and regulations through one office. However, those fiscal, management, personnel and curricular concerns which are uniquely vocational in nature should be handled through the vocational education division of the central office.

11. There is a need to recognize vocational education for persons with special needs as a priority program for state and federal support for the State Department of Vocational-Technical Education decision makers. They need additional support and assistance from the State Department of Vocational-Technical Education if these programs are to serve all existing needs.

12. There is a need to supplement local support of supplies and equipment in comprehensive high schools with funds from the state.

13. There is a need to establish a closer working relationship between the staff of Tulsa Public Schools (at all levels) and the area school staff.

14. A need exists for closer cooperation and planning between the Mayor's Manpower Planning Staff (CETA) and the public school vocational education staffs in both cities.

15. A need exists to coordinate and articulate the activities and programs of vocational and industrial arts programs. The following needs to be done.

    a. Unify the professional activities and in-service educational programs of vocational and industrial arts teachers.

    b. Help vocational and industrial arts teachers to understand their relationship to each other in the overall differentiated educational goals of the two programs.

16. There needs to be a program developed in both Tulsa and Oklahoma City for the education and in some cases the re-education of building principals at all levels about what vocational education is and is not.

17. There is a need to increase the minority enrollment in the area schools of both cities. Closely allied to this problem is the need to eliminate sex bias in vocational enrollments in both cities. Simply stating that "girls can enroll in any class they want to" will not suffice. A methodology for overcoming the underlying biases must be formulated.

18. There exists a need in both cities to establish a pattern of regularly scheduled central office vocational education staff meetings to facilitate both administrative and in-service requirements.

INFORMATION SYSTEMS

1. It is recommended that both cities conduct an equipment study as a part of the annual planning data which is gathered and that practical uses be found for such data, e.g. the assessment of teacher management factors, school security problems, the effectiveness of basic shop instructional programs, etc.

2. It is recommended that both cities conduct an annual study of program supplies used in practical arts and vocational education as a part of their annual planning data which is gathered and that practical uses be found for such data. Expenditure norms should be determined for the various instructional programs, e.g. welding may cost more per student than would business education. These norms can then be used as program assessment criteria as well as budget guides.

3. A study should be made of available vacant elementary school buildings, former business and industry sites, etc., for developing expanded vocational education programs.

4. There is a need to access facilities and equipment using an experienced team of persons (possibly including persons from business and/or industry) to apply a uniform set of criteria on an individual building basis.

5. There is a need to do a comprehensive facilities utilization/program enrollment study, especially in second and third year vocational courses, to determine problem areas.

6. Both cities should conduct a staffing and organization study which is specific to the needs and constraints of the vocational education program.

7. Both cities should conduct a management procedures and operations study in order to streamline and cut down the flow of paperwork and other administrative chores. This should be viewed as an effort to give central office supervisory staff more productive leadership time in vocational education curriculum development and instructional improvement.

8. The overall lack of general agreement among all groups of professional educators about the breadth of career orientation/exploratory offerings (especially in certain areas) indicates a need for further study and possible in-service activities designed to help the professional school building staffs develop criteria for assessing the career orientation/exploration segment of the school program.

9. A further investigation should be made in each building on a case study basis to determine the degree of acceptance for entry into and exit from vocational courses/programs.

10. There is a need to do a follow-up study of those students who have completed only the first year of vocational programs to determine their experiences in job placement.

11. There is a great need to do a longitudinal follow-up study of all students (academic as well as vocational) at least four years out of high school to determine what happens to them and why.

12. There should be a needs assessment made in the area of vocational education for persons with special needs (handicapped, disadvantaged, minority students, women, etc.) While the two cities are doing a creditable job of serving in-school students with special needs, nevertheless, the following program dimensions need to be analyzed:

    a. What happens to students after they leave school?

    b. Are the vocational programs being offered adequate to meet the special needs of clients?

    c. Are the needs of all special students adequately being met?

APPENDIX

Oklahoma State University
VOCATIONAL EDUCATION ADVISORY COUNCIL PROJECT

STILLWATER OKLAHOMA 74074
1919 W. 6th STREET
(405) 377-2000, EXT. 281

September , 1976

Dear Student:

Oklahoma State University and Ohio State University have been asked to study Vocational Education in the Tulsa Public School System. To do this, we are asking several different groups of people what they think of the vocational classes already offered and what things they think should be changed. Junior High School students are one of these groups because you will have a chance to take these classes in a couple of years and we would like to know what you think of them and what kinds of things you are interested in so we can make the classes better for you.

You do not need to write your name on this form.

Thank you.

1. Place a check ✓ beside all of the things you would like to do when you finish school.

   1. _____ Be a doctor
   2. _____ Work in a store
   3. _____ Design airplanes
   4. _____ Work in a restaurant
   5. _____ Be a nurse
   6. _____ Design houses
   7. _____ Work in a factory
   8. _____ Be a secretary
   9. _____ Design clothes
   10. _____ Work in a beauty shop
   11. _____ Be a lawyer
   12. _____ Drive a cab
   13. _____ Work in a bank
   14. _____ Be a teacher
   15. _____ Be a carpenter
   16. _____ I do not know
   17. _____ Some other job which is _____

2. From the list of jobs above, what is the number of the job you would most like to do? _____

3. Before you can get the job you want, you will probably have to learn some things in school. Please read the list below. Now, place a check ✓ beside the things you will have to do to get the job you want.

   1. _____ Learn to read
   2. _____ Learn to do math
   3. _____ Do well in English class
   4. _____ Take wood shop classes
   5. _____ Take metal shop classes

6. _____ Go to college

7. _____ Go to a Vo-Tech school after high school

8. _____ Take Vocational Education in high school

9. _____ Take art classes

10. _____ Take foreign language classes

11. _____ Take science classes

12. _____ None of these

4. Please read the list below. Some of these things can be learned in high school. Place a check ✓ beside the ones that you think are available in this city's high schools.

1. _____ Work on cars

2. _____ Work on airplanes

3. _____ Be a carpenter

4. _____ Paint cars

5. _____ Be a welder

6. _____ Work in a machine shop

7. _____ Work on air conditioners

8. _____ Be a nurse

9. _____ Be a computer programmer

10. _____ Lay bricks

11. _____ Be a secretary

12. _____ Be a printer

13. _____ Be a photographer

14. _____ Work in a beauty shop

15. _____ None of these

5. What is your parent's or guardian's job? _____

6. Have you studied about different jobs as part of your classes in school?

_____ Yes _____ No

7. Would you like to learn more about different jobs?

_____ Yes _____ No

8. Please read the list below. Now, place a check ✓ beside the things that you have done.

1. _____ Worked on a bicycle
2. _____ Built something out of wood
3. _____ Helped sew clothes
4. _____ Helped cook a meal
5. _____ Helped someone fix a car
6. _____ Helped paint a house or fence
7. _____ Mowed lawns
8. _____ Had a part-time job
9. _____ Typed on a typewriter
10. _____ Taken piano lessons
11. _____ Worked on a farm

SURVEY OF VOCATIONAL EDUCATION NEEDS OF STUDENTS

In Oklahoma City Public Schools
Student Questionnaire

PART A

DIRECTIONS: For each of the questions (numbers 1 through 12) in Part A, circle the number next to the response which best represents your answer to each question.

1. Which one of the sources below has given you the most information about your job interests?

   1. Parents/guardian
   2. Relatives
   3. Teachers
   4. Guidance counselors
   5. Friends, classmates
   6. Radio, television
   7. Employers or other employees of part-time, summer jobs
   8. Newspapers, magazines, books
   9. Other (please explain)

2. Which one of the following sources would you go to first to get more information about jobs? Select one.

   1. Parents/guardian
   2. Relatives
   3. Teachers
   4. Guidance Counselors
   5. Friends, classmates
   6. Radio, television
   7. Employer or employees in the jobs
   8. Newspapers, magazines, books
   9. Other (please explain) _____

3. What do you plan to do after leaving high school? Select one choice.

   0. Get a full-time job
   1. Continue education full-time
   2. Join the military service
   3. Become a homemaker full-time
   4. Continue education full-time, work part-time
   5. Get a part-time job and be a homemaker
   6. Continue education part-time, work part-time
   7. Work full-time in a job, continue education part-time
   8. Undecided
   9. Other (please explain) _____

4. My school offers a variety of education programs that will help me to get a job after high school. Select one answer.

   1. Strongly agree
   2. Agree
   3. Disagree
   4. Strongly disagree
   5. Don't know

5. My school offers a variety of educational programs that will help me to continue education beyond high school. Select one answer.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Don't know

6. How far in school do you want to go? Select only one.

0. Stop before finishing high school
1. Finish high school only
2. Get training on the job (apprenticeship program)
3. Finish technical, nursing, or business school (or similar school)
4. Finish community college
5. Finish a four-year college program
6. Finish professional or graduate school after college
7. Finish correspondence courses (through the mail)
8. Don't know
9. Other (please explain) _____

7. Which of the marks listed below represents the average of your grades received in last year's subjects? Select only one.

1. 90 to 100 - (A)
2. 80 to 89 - (B)
3. 70 to 79 - (C)
4. 60 to 69 - (D)
5. Below 60 - (F)

8. The school building(s) you attend is (select only one)

1. Adequate to provide good learning experiences
2. Inadequate and should be replaced
3. Inadequate and should be remodeled
4. None of the above (don't know)

9. The vocational shop and laboratory equipment, tools, and apparatus of your school (select only one)

1. Are adequate in their present condition
2. Should be replaced with new facilities
3. Should be repaired or partially replaced
4. None of the above (don't know)

10. Are you presently enrolled in a vocational course?

1. Yes, home school
2. Yes, area school
3. No

11. If you are or have been enrolled in a vocational course, was it the one you wanted?

1. Yes, it was my first choice
2. Yes, but it was not my first choice
3. No

12. If you are not enrolled in a vocational course, why?

1. Didn't want to
2. Not enough available vocational classes
3. Didn't have the course I was interested in
4. Other reasons, please specify _____

_____

PART B

DIRECTIONS: Below are listed some of the major conditions or characteristics of different occupations. How much importance do you believe should be placed on each condition of jobs as you select your occupation? Please indicate the degree of importance you think should be placed on each condition by circling the number of your choice opposite each condition.

Working Conditions	Not Important	Somewhat Important	No Opinion Undecided	Important	Very Important
Example: Working at Night	1	2	3	(4)	5

This does not mean that you want to work at night--only that the condition is important to you one way or the other. It may be important that you can work at night or it may be important that you do not have to work at night--either way it is an important consideration to you.

13.	Chance for advancement	1	2	3	4	5
14.	Clean surroundings	1	2	3	4	5
15.	High pay	1	2	3	4	5
16.	Regular working hours	1	2	3	4	5
17.	Setting one's own hours	1	2	3	4	5
18.	Status and prestige (high standing, having admired or prominent place viewed by society)	1	2	3	4	5
19.	Steady employment	1	2	3	4	5
20.	Travel required in work	1	2	3	4	5
21.	Working alone (mainly under own direction)	1	2	3	4	5
22.	Working indoors	1	2	3	4	5
23.	Working outdoors	1	2	3	4	5
24.	Working primarily with information or ideas	1	2	3	4	5
25.	Working with people	1	2	3	4	5
26.	Working with tools and machines	1	2	3	4	5

PART C

DIRECTIONS: At the top of the next page is a list of several kinds of workers in the Oklahoma City area. Please circle the number by the title of each group of workers you know something about. After you have identified the workers you know something about, please circle the number of the one answer below which shows best your overall awareness of the work done by the various workers listed.

27. I know about what is done by:

1. Almost all of the workers (ten or more)
2. Most of the workers (eight or nine)
3. Half of the workers (six or seven)
4. Some of the workers (four or five)
5. Few of the workers (less than four)

DIRECTIONS: Now that you have read the entire list of workers on the following page, please write the number of that group of workers which best represents your answer to each of the questions below. NOTE: This list is not exhaustive; if your choices do not appear on the list, please specify.

EXAMPLE: My first choice of the worker I'd like my son or daughter to be is

06 - AUTO MECHANIC

28. My first choice of the worker I would like my son/daughter to be is _____

_____

29. My second choice of the worker I would like my son/daughter to be is _____

_____

30. My third choice of the worker I would like my son/daughter to be is _____

_____

PART D

DIRECTIONS: For each of the groups of workers listed on the next page, indicate whether you believe training for each type of employee should be offered in the public schools. For each worker, mark on the blank next to the title of the worker one of the following:

Y. Yes - training should be offered
N. No - training should not be offered
U. Undecided

SEVERAL KINDS OF WORKERS IN THE OKLAHOMA CITY AREA

_____01 Business/Industry/Manufacturing

Examples:
Foundry/Furnace Worker
Landscaper
Machinist
Salesperson
Sewer/Stitcher
Upholsterer

_____02 Communications

Examples:
Artist
Photographer/Process Worker
Printer
Radio/TV announcer

_____03 Construction

Examples:
Architect
Bricklayer/Stonelayer
Carpenter
Roofer/Slater

_____04 Food/Beverage Services

Examples:
Bartender
Cook/Chef
Waiter/Waitress

_____05 Health Service

Examples:
Practical Nurse
Therapist

_____06 Maintenance and Repair

Examples:
Aircraft mechanic
Auto Body Repair Person
Home Appliance Repair Person
Office Equipment Repair Person
Telephone Repair Person/Installer

_____07 Office/Clerical

Examples:
Bank Teller
Cashier/Checker
Electronic Data Processor (computer and computer program other peripheral or computer related operators)
Keypunch operator
Office machine operator
Typist

_____08 Personal Services

Examples:
Barber
Cosmetologist (hairdresser/cosmetician)

_____09 Professional Services

Examples:
Astronomer
Chemist
Lawyer
Soil Conservationist
Veterinarian

_____10 Recreation and Entertainment

Examples:
Actor/Actress
Musician

_____11 Social Services

Examples:
Animal Caretaker/Trainer
Child Care Worker
Launderer/Cleaner
Library Attendant/Assistant
Public Safety Worker (Fireman/Firewoman, Policeman/Policewomen)
Social Worker (aide)

_____12 Transportation

Examples:
Airline Pilot/Co-pilot
Bus Driver
Heavy Equipment Operator
Truck Driver

_____13 Others (please specify)

_____

_____

_____

_____

Oklahoma State University

VOCATIONAL EDUCATION ADVISORY COUNCIL PROJECT

STILLWATER OKLAHOMA 74074
1919 W. 6th STREET
(405) 377-2000, EXT. 281

DATE: September 20, 1976

TO: Parents/Guardians of Public School Students

FROM: John Starr, Oklahoma State University

SUBJECT: Survey of Vocational Education Needs of Students in Oklahoma City Public Schools

Dear Parent or Guardian:

The purpose of the questions listed on the attached form is to collect your opinions and answers regarding the kinds of occupational education opportunities and programs that you feel are needed in Oklahoma City Public Schools. We need your help in planning for the improvement and extension of educational opportunities for students in the vocational education area. You can help in this planning by giving your opinions on this form regarding the occupational interests and needs of students. Your ideas related to meeting the occupational interests and needs of your sons/daughters are extremely important and valuable to us in planning school programs.

Oklahoma State University and the Center for Vocational Education at Ohio State University, Columbus, Ohio, have been asked by the Oklahoma Advisory Council for Vocational Education to conduct this survey of opinions of public school students and their parents. Your answers to the enclosed questions will provide part of the information for improving vocational education programs.

Please complete this form by writing your answers to each question, and return the form to your son's or daughter's English teacher at your earliest convenience. You do not need to write your name on the form. Thank you very much for your help.

Please write on the line provided below, the name of the school where your son or daughter attends.

School: _____

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SURVEY OF VOCATIONAL EDUCATION NEEDS OF STUDENT

In Oklahoma City Public Schools*
Parent Questionnaire

PART A

DIRECTIONS: Please circle the number of the answer which you would like to give for each of the following questions or statements.

EXAMPLE: Does your son/daughter like science?

1. Yes
2. No
3. Don't Know

Remember to circle the number of only one answer that best reflects your views and ideas.

1. What is your relationship to your public school student?

   1. Father or step-father
   2. Mother or step-mother
   3. Guardian (male)
   4. Guardian (female)

2. My public school student is

   1. Male 2. Female

3. The school building my public school student attends is

   1. Adequate to provide a good education
   2. Inadequate and should be replaced
   3. Inadequate and should be remodeled
   4. None of the above (don't know)

4. The vocational shop and laboratory equipment, tools, and apparatus of this school

   1. Are adequate in their present condition
   2. Should be replaced with new facilities
   3. Should be improved by repair or partial replacement
   4. None of the above (don't know)

*This survey is being done for the Oklahoma Advisory Council for Vocational Education as part of a contract with Oklahoma State University and the Center for Vocational Education, Ohio State University, Columbus, Ohio.

5. This school's program which prepares students for employment

   1. Meets the educational needs of students
   2. Does not meet the educational needs of students
   3. None of the above (don't know)

6. My son/daughter is now enrolled in a

   1. College preparatory (academic) program
   2. College preparatory (business) program
   3. Business education program
   4. General (academic) program
   5. General (vocational) program
   6. Special education program
   7. Vocational-technical program

7. The school that my son/daughter now attends offers a variety of educational programs that will help him/her to get a job after high school.

   1. Strongly agree
   2. Agree
   3. Disagree
   4. Strongly disagree
   5. Don't know

8. The school that my son/daughter now attends offers a variety of educational programs that will help him/her to continue education beyond high school.

   1. Strongly agree
   2. Agree
   3. Disagree
   4. Strongly disagree
   5. Don't know

9. How far in school do you want your son/daughter to go? (Circle highest level of education)

   0. Stop before finishing high school
   1. Finish high school only
   2. Get training on the job (apprenticeship program)
   3. Finish technical, nursing, or business school (or a similar school)
   4. Finish community college
   5. Finish a four-year college program
   6. Finish professional or graduate school after college
   7. Finish correspondence courses (through the mail)
   8. Don't know
   9. Other (please explain) _____

10. Which one of the following sources has given your son/daughter the most information about his/her job interest? (Circle the number of one answer)

1. Parent/guardian
2. Relative
3. Teacher
4. Guidance counselor
5. Friend, classmate
6. Radio, television
7. Employer or other employees during part-time, summer jobs
8. Newspapers, magazines, books
9. Other (please explain) _____

_____

11. Which one of the following sources would you like your son/daughter to go to first for more information about jobs? (Circle the number of one answer.)

1. Parent/guardian
2. Relative
3. Teacher
4. Guidance counselor
5. Friend, classmate
6. Radio, television
7. Employer
8. Newspapers, magazines, books
9. Other (please explain) _____

_____

12. What would you like your son/daughter to do after leaving high school? (Circle the number of one answer.)

0. Get a full-time job
1. Continue his/her education full-time
2. Join the military service
3. Become a homemaker full-time
4. Get a part-time job and continue education full-time
5. Get a part-time job and be a homemaker
6. Continue education part-time and get a part-time job
7. Get a full-time job and continue education part-time
8. Undecided
9. Other (please explain) _____

_____

PART B

DIRECTIONS: Below are listed some of the major conditions or characteristics of different occupations. How much importance do you believe should be placed on each condition of jobs as your son/daughter selects his/her occupation? Please indicate the degree of importance you think your son/daughter would place on each condition by circling the number of your choice opposite each condition.

Working Conditions	Not Important	Somewhat Important	No Opinion Undecided	Important	Very Important
EXAMPLE: Working at Night	1	2	3	(4)	5

This does not mean that he/she wants to work at night--only that the condition is important to them. It may be important that he/she can work at night or it may be important that he/she does not have to work at night--either way it is an important consideration to him/her.

13.	Chance for advancement	1	2	3	4	5
14.	Clean surroundings	1	2	3	4	5
15.	High pay	1	2	3	4	5
16.	Regular working hours	1	2	3	4	5
17.	Setting one's own hours	1	2	3	4	5
18.	Status and prestige (high standing, having admired or prominent place viewed by society)	1	2	3	4	5
19.	Steady employment	1	2	3	4	5
20.	Travel required in work	1	2	3	4	5
21.	Working alone (mainly under own direction)	1	2	3	4	5
22.	Working indoors	1	2	3	4	5
23.	Working outdoors	1	2	3	4	5
24.	Working primarily with information or ideas	1	2	3	4	5
25.	Working with people	1	2	3	4	5
26.	Working with tools and materials	1	2	3	4	5

PART C

DIRECTIONS: At the top of the next page is a list of several kinds of workers in the Oklahoma City area. Please circle the number by the title of each group of workers you know something about. After you have identified the workers you know something about, please circle the number of the one answer below which shows best your overall awareness of the work done by the various workers listed.

27. I know about what is done by:

1. Almost all of the workers (ten or more)
2. Most of the workers (eight or nine)
3. Half of the workers (six or seven)
4. Some of the workers (four or five)
5. Few of the workers (less than four)

DIRECTIONS: Now that you have read the entire list of workers on the following page, please write the number of that group of workers which best represents your answer to each of the questions below. NOTE: This list is not exhaustive; if your choices do not appear on the list, please specify.

EXAMPLE: My first choice of the worker I'd like to be is _____

06 - AUTO MECHANIC

28. My first choice of the worker I would like to be is _____

_____

29. My second choice of the worker I would like to be is _____

_____

30. My third choice of the worker I would like to be is _____

_____

PART D

DIRECTIONS: For each of the workers listed on the next page, indicate whether you believe training for each type of employee should be offered in the public schools. For each worker, mark on the blank next to the title of the worker, one of the following:

Y. Yes - training should be offered
N. No - training should not be offered
U. Undecided

SEVERAL KINDS OF WORKERS IN THE OKLAHOMA CITY AREA

____ 01 Business/Industry/Manufacturing

Examples:
Foundry/Furnace Worker
Landscaper
Machinist
Salesperson
Sewer/Stitcher
Upholsterer

____ 02 Communications

Examples:
Artist
Photographer/Process Worker
Printer
Radio/TV announcer

____ 03 Construction

Examples:
Architect
Bricklayer/Stonelayer
Carpenter
Roofer/Slater

____ 04 Food/Beverage Services

Examples:
Bartender
Cook/Chef
Waiter/Waitress

____ 05 Health Service

Examples:
Practical Nurse
Therapist

____ 06 Maintenance and Repair

Examples:
Aircraft mechanic
Auto Body Repair Person
Home Appliance Repair Person
Office Equipment Repair Person
Telephone Repair Person/Installer

____ 07 Office/Clerical

Examples:
Bank Teller
Cashier/Checker
Electronic Data Processor (computer and computer program other peripheral or computer related operators)
Keypunch operator
Office machine operator
Typist

____ 08 Personal Services

Examples:
Barber
Cosmetologist (hairdresser/cosmetician)

____ 09 Professional Services

Examples:
Astronomer
Chemist
Lawyer
Soil Conservationist
Veterinarian

____ 10 Recreation and Entertainment

Examples:
Actor/Actress
Musician

____ 11 Social Services

Examples:
Animal Caretaker/Trainer
Child Care Worker
Launderer/Cleaner
Library Attendant/Assistant
Public Safety Worker (Fireman/Firewoman, Policeman/Policewomen)
Social Worker (aide)

_____ 12 Transportation

_____ 13 Others (please specify)

Examples:
Airline Pilot/Co-pilot
Bus Driver
Heavy Equipment Operator
Truck Driver

_____

_____

_____

SURVEY OF VOCATIONAL EDUCATION NEEDS OF STUDENTS

In Oklahoma City Public Schools*

SCHOOL PERSONNEL QUESTIONNAIRE

PART A

DIRECTIONS: Beginning with item #1 below, please circle the letter in items 1 through 11, which represents your response or viewpoint regarding each item. Only one response may be selected for each question.

1. The school building(s) in which you work is (are)

   A. Adequate to provide a good education for students
   B. Inadequate and should be replaced
   C. Inadequate and should be remodeled
   D. None of the above (or don't know)

2. The vocational shop and laboratory equipment, tools, and apparatus with which you work

   A. Are adequate in their present condition
   B. Should be replaced with new facilities
   C. Should be improved by repair or partial replacement
   D. None of the above (or don't know)

3. Indicate which of the following sources provides students with the MOST information for making career choices. Select only one.

   A. Parent's occupation and/or advice
   B. Peer influence
   C. Advice from guidance counselor or teachers
   D. Library, radio, TV
   E. Other (please explain) _____

4. Students at this school experience adequate exposure to a wide variety of career choices through orientation and exploration school-based experiences. (Select only one.)

   A. Strongly agree
   B. Agree
   C. Undecided
   D. Disagree
   E. Strongly disagree

* This survey is being done for the Oklahoma Advisory Council for Vocational Education as part of a contract with Oklahoma State University and the Center for Vocational Education, Ohio State University, Columbus, Ohio.

5. Students at this school have in-school opportunities to develop adequate skills for making them employable upon completing high school.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

6. Directed or supervised work experiences for students prior to high school graduation should be (select only one).

A. Made available to more students
B. Extended to provide wider choices of supervised work experiences
C. Maintained at the present level of operation
D. Decreased to provide fewer choices of supervised work experiences
E. Discontinued at this school

7. Vocational education can best be provided to meet the needs of a maximum number of students through (select only one).

A. Comprehensive, neighborhood schools
B. Area skill centers which accommodate students from several neighborhood schools for part of the school day
C. Both comprehensive neighborhood schools and area skill centers
D. Offering outside public secondary schools
E. None of the above

8. Which of the following factors do you feel is the greatest employment barrier for students seeking jobs in the Oklahoma City area after finishing high school? (Select only one.)

A. Age
B. Sex
C. Race
D. Insufficient educational preparation
E. Other (specify) _____

9. How do you describe the capability of this school's program offerings to prepare students for employment? (Select only one.)

A. Well meets the educational needs of students
B. Should be available to many more students
C. Does not adequately meet the educational needs of students
D. Prepare too many students for low demand occupations
E. Undecided

10. Students should be able to enter a vocational education course or program at a beginning, intermediate, or advanced level, depending upon his/her readiness skills.

A. Yes
B. No
C. Undecided

11. Vocational education courses and progams should be organized and offered so that a student may exit to employment without necessarily completing an entire program.

A. Yes
B. No
C. Undecided

PART B

DIRECTIONS: For each of the workers listed, indicate whether you believe training for each type of employee should be offered in the public schools. For each worker, mark in the space provided, one of the following:

Y. Yes - training should be offered
N. No - training should not be offered
U. Undecided

SEVERAL KINDS OF WORKERS IN THE OKLAHOMA CITY AREA

_____ 12 Business/Industry/Manufacturing

Examples:
Foundry/Furnace Worker
Landscaper
Machinist
Salesperson
Sewer/Stitcher
Upholsterer
Welder

_____ 13 Communications

Examples:
Artist
Photographer/Process Worker
Printer
Radio/TV Announcer

_____ 14 Construction

Examples:
Architect
Bricklayer/Stonelayer
Carpenter
Roofer/Slater

_____ 15 Food/Beverage Service

Examples:
Bartender
Cook/Chef
Waiter/Waitress

_____ 16 Health Services

Examples:
Practical Nurse
Therapist

_____ 17 Maintenance and Repair

Examples:
Aircraft Mechanics
Auto body repair person
Auto mechanic
Home appliance repair person
Office equipment repair person
Telephone repair person/installer

_____18 Office/Clerical

Examples:
Bank Teller
Cashier/Checker
Electronic data processor (computer and computer-related operator, computer programmer, other peripheral or computer related operators)
Keypunch Operator
Office Machine Operator
Typist

_____19 Personnel Services

Examples:
Barber
Cosmetologist (hairdresser/cosmetician)

_____20 Professional Services

Examples:
Chemist
Dentist
Lawyer
Medical Doctor
Soil Conservationist
Veterinarian

_____21 Recreation and Entertainment

Examples:
Actor/Actress
Musician

_____22 Social Services

Examples:
Animal Caretaker/Trainer
Child Care Worker
Launderer/Cleaner
Library Attendant/Assistant
Public Safety Worker (Fireman/Firewoman, Policeman/Policewoman)
Social Worker (aide)

_____23 Transportation

Examples:
Airline pilot/co-pilot
Bus Driver
Heavy Equipment Operator
Truck Driver

_____24 Others (please specify)

_____

_____

_____

_____

SURVEY OF VOCATIONAL EDUCATION NEEDS OF STUDENTS

In Oklahoma City Public Schools

(School Personnel Questionnaire)

PART II

DIRECTIONS: MARK ON THESE SHEETS YOUR ANSWERS AS DIRECTED.

1. Indicate your present position by checking one of the following:

_____English Teacher
_____Social Studies Teacher
_____Science and/or Mathematics Teacher
_____Industrial Arts and/or T & I Teacher
_____Home Economics Teacher
_____Business Education Teacher
_____Music Teacher
_____Art Teacher
_____Physical Education Teacher
_____Foreign Language(s) Teacher
_____Vocational Teacher

_____Counselor
_____Administrator and/or Supervisor
_____Other (please specify) _____

2. Circle the appropriate letter which best indicates the length of time you have been employed in the School District.

A. 1 to 5 years
B. 6 to 10 years
C. 11 to 15 years
D. 16 to 20 years
E. 21 or more years

3. Circle the appropriate letter which best indicates your total years of experience working in business and/or industry-include part-time and summer employment on a pro-rated basis. Circle only one choice.

A. less than one year
B. 1 to 2 years
C. between 2 and 3 years
D. 3 to 4 years
E. more than 4 years

4. Please write your school name _____

5. If you have additional suggestions or ideas for the improvement of vocational education offerings, please write them on a separate sheet of paper and clip it to this section.

SUPPLEMENTAL INTERVIEW QUESTIONNAIRE

1. In your opinion, what is the goal of public education in your city?

2. In your opinion, what should be the goal of public education in your city?

3. What should be Vocational Education's role in working toward this goal?

4. In your opinion, are the financial resources now available to the public schools adequate to accomplish this goal?

5. Do you feel that there are enough vocational education courses in your public schools to:

   a. Meet student demand? _____YES _____NO

   b. Meet the demand for skilled workers in Oklahoma City?

   _____YES _____NO

6. Do you feel that Vocational Education should be made available at every high school or in centralized area vocational schools?

7. Do you feel that minority students (Blacks, Indians, Spanish-Americans, Women, etc.) have equal access to Vocational Education in the public school system as compared with White male students?

If no, please explain:

8. What do you like the most about Vocational Education in the public schools?

9. What would you like to change about Vocational Education in your city?

10. Would you like to make some other comments about Vocational Education in your city?

SUPPLEMENTAL EMPLOYER INTERVIEW QUESTIONNAIRE

1. Type of Firm _____

2. Function/services, etc. of your firm

_____

_____

_____

_____

3. What difficulties do you have in finding the numbers and quality of employees you need?

_____

_____

_____

_____

4. Should the public schools add courses which would provide trained workers for your firm? _____YES _____NO

If yes, please specify.

_____

_____

_____

_____

5. What types of courses could the public schools offer your present employees which would up-grade their skills while they are on the job?

_____

_____

_____

_____

6. What can the public schools do to improve the general quality of the employees you get?

7. What contacts and working relationships do you currently have with the public schools?

8. What can the schools do to help you find more and better qualified workers?

9. General observations or other relevant comments about this interview:

SUPPLEMENTAL STUDENT INTERVIEW QUESTIONNAIRE

TULSA PUBLIC SCHOOLS

STUDENT PREFERENCES FOR CONDUCTING
VOCATIONAL EDUCATION PROGRAMS

INSTRUCTIONS: You are asked to share your ideas and opinions with school planners, in an effort to improve the educational programs which are offered to help you and your classmates get a job after leaving school. You are not required to participate in this survey. Your willingness to help by answering the following questions is strictly voluntary. Thank you for being willing to assist the schools to better serve your needs.

Please circle the appropriate numbers which correspond to the answer which best shows how you feel about each question. If you do not understand the procedures for answering, or the questions, ask the person who gave you this questionnaire.

1. The name of the school I attend is _____

2. My sex is 1. MALE 2. FEMALE

3. I am now enrolled in or have taken one or more of the following courses: (Circle all that apply to your school career to date)

   1. Industrial Arts
   2. General Home Economics
   3. Vocational Education
   4. Foreign Language
   5. Algebra
   6. Chemistry
   7. Typing

4. I plan to take one or more of the following courses during the remainder of my school career: (Circle all that will apply)

   1. Industrial Arts
   2. General Home Economics
   3. Vocational Education
   4. Foreign Language
   5. Algebra
   6. Chemistry
   7. Typing

5. The greatest distance I have ever been from my present home is:

   1. Less than fifty (50) miles
   2. More than fifty (50) miles

6. I have lived in the following number of different dwellings since the first grade:

   1. One
   2. Two
   3. Three
   4. Four
   5. Five or more

7. I have lived in the following number of different communities since the first grade:

1. One
2. Two
3. Three
4. Four
5. Five or more

8. The major wage earner in my family currently is:

1. Unemployed
2. An unskilled laborer (construction helper, etc.)
3. A skilled laborer (machine/equipment operator, etc.)
4. A skilled craftsman (plumber, welder, etc.)
5. A technician (electronics, etc.)
6. A service person (waitress, maid, etc.)
7. A professional person (doctor, teacher, etc.)
8. Other (specify) _____

9. Circle all of the following statements that describe how you decide on what courses to take in school:

1. I only take the courses which are approved by my parent(s) or guardian(s).
2. I usually take courses which are recommended by my guidance counselor.
3. I usually take the courses that my friends sign up for.
4. I usually make my own decisions about the courses I want to take.
5. I usually discuss the courses I wish to take with my parent(s) or guardian(s).

10. I feel that the following kind of arrangement would best serve the educational needs of more students in the school which I attend: (Circle only one)

1. No change - courses offered just as they are now.
2. Offer more of the same kind of courses at the home high school.
3. Conduct all vocational courses at vocational high schools where only vocational students would attend for a full day.
4. Offer some more common vocational courses at home high school and offer highly specialized vocational courses at a skill center where students can attend for half of their school day (other half would be at their home school.)
5. Other (specify) _____

11. I would be interested in attending a skill center for a part of each school day, in order to take special vocational courses which are not offered at my school, only if the following conditions exist: (Circle all that apply)

1. Only if some of my friends attend.
2. Only if I will not need to travel over 30 minutes to the skill center.
3. Only if the course I take counts toward the credits I need for graduation.
4. Only if the school provides free transportation.
5. Only if my home school did not offer the vocational program I wanted.

6. Only if I could select the program I liked.
7. Only if I can graduate from my home high school.
8. Only if I can participate in sports, music, or other extra curricular activities at my home school.
9. Other (specify) _____

_____

_____

REACT TO THE FOLLOWING STATEMENTS BY SHOWING WHETHER YOU AGREE OR DISAGREE WITH THE IDEAS EXPRESSED. BE SURE TO CIRCLE ONE OPINION FOR EACH STATEMENT. IF YOU ARE NOT SURE, CIRCLE THE ONE WHICH SEEMS BEST.

12. 1. I agree 2. I disagree — Most of the students in my school think vocational classes are only for students who aren't smart enough to take academic courses like foreign languages, algebra, and chemistry.

13. 1. I agree 2. I disagree — Most of the students in my school would be willing to attend another school (other than the one they are now attending) for half a day in order to take vocational courses that are not offered in the high school they are now or will be attending as a regular student.

14. 1. I agree 2. I disagree — Most of the students in my school believe that vocational courses are too easy and are a waste of time.

15. 1. I agree 2. I disagree — Most of the students in my school do not like to travel very far away from their homes or schools.

16. 1. I agree 2. I disagree — Most of the students in my school have not really thought too seriously about what they will do after leaving school.

17. 1. I agree 2. I disagree — Most of the students in my school will go on to further education after leaving high school.

18. 1. I agree 2. I disagree — Most of the students in my school will get a full time job and probably never get any further education after leaving high school.

19. 1. I agree 2. I disagree — Most of the students in my school feel that guidance counselors are a good source of information about getting a job after high school.

20. 1. I agree 2. I disagree — Most of the students in my school feel that teachers are a good source of information about getting a job after high school.

21. 1. I agree 2. I disagree — Most of the students in my school feel that their parents are a good source of information about getting a job after high school.

22. 1. I agree
2. I disagree

I would be interested in attending a skill center for a part of each day in order to take special vocational courses which are not offered at my school.

23. 1. I agree
2. I disagree

I would be interested in taking a cooperative work study program which would allow me to work part of each school day along with my in-school studies.

24. 1. I agree
2. I disagree

My parent(s) or guardian(s) want me to take a vocational education course so I can get a job after leaving high school.

25. 1. I agree
2. I disagree

I feel that the vocational education courses offered at the high school I will be attending next year should be increased and improved so that I will not need to leave the school to get the program I need and want.

26. 1. I agree
2. I disagree

I know exactly what I plan to do with my career after leaving high school.

27. 1. I agree
2. I disagree

I plan to live in the Tulsa area after leaving high school.